



2025-2026

STUDENT & FAMILY
HANDBOOK

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About RSD



21 Schools

- **1** Early Learning Center
- **11** Elementary Schools
- **4** Middle Schools
- **2** High Schools
- **3** Choice Schools



13,500 Students



1,900 Employees

- **825** Classified Employees
- **1,075** Certificated Employees

Vision

We aspire to be a center of academic excellence that empowers graduates to be engaged and powerful learners, effective communicators, creative and critical thinkers, resilient individuals and compassionate citizens.

Mission

Richland School District will educate and develop students who learn from the past, listen in the present and lead our future; meet all students' individual needs; and cultivate knowledge, skills and abilities in order to maximize student potential so they meet their goals.

Core Values

- Students learn best when they know we believe in their success.
- Students learn best with high-quality and effective instruction aligned with their goals.
- Students learn best through relationships built on compassion, empathy, and respect in a supportive learning environment.
- Students learn best when schools and staff partner with families & communities.
- Students learn best when they feel safe and secure.

School Directory

Pre-K and Elementary	Address	Phone	Website
Badger Mountain	1515 Elementary St., Richland	509-967-6225	badgermountain.rsd.edu
Desert Sky	2100 Sunshine Ave., West Richland	509-940-5700	desertsky.rsd.edu
Early Learning Center	1525 Hunt Ave., Richland	509-967-6982	elc.rsd.edu
Jason Lee	1750 McMurray St., Richland	509-967-6475	jasonlee.rsd.edu
Jefferson	1550 George Washington Way, Richland	509-967-6250	jefferson.rsd.edu
Lewis & Clark	415 Jadwin Ave., Richland	509-967-6275	lewisandclark.rsd.edu
Marcus Whitman	1704 Gray St., Richland	509-967-6300	marcuswhitman.rsd.edu
Orchard	1600 Gala Way, Richland	509-967-6175	orchard.rsd.edu
Sacajawea	535 Fuller St., Richland	509-967-6325	sacajawea.rsd.edu
Tapteal	705 N. 62nd Ave., West Richland	509-967-6350	tapteal.rsd.edu
White Bluffs	1250 Kensington Way, Richland	509-967-6575	whitebluffs.rsd.edu
William Wiley	2850 S. Highlands Blvd., West Richland	509-967-6375	williamwiley.rsd.edu

Middle	Address	Phone	Website
Carmichael	620 Thayer Drive, Richland	509-967-6425	carmichael.rsd.edu
Chief Joseph	504 Wilson St., Richland	509-967-6400	chiefjoseph.rsd.edu
Enterprise	5200 Paradise Way, West Richland	509-967-6200	enterprise.rsd.edu
Leona Libby	3259 Belmont Blvd., West Richland	509-967-6465	leonalibby.rsd.edu

High	Address	Phone	Website
Hanford	450 Hanford St., Richland	509-967-6500	hanford.rsd.edu
Richland	930 Long Ave., Richland	509-967-6535	richland.rsd.edu

Choice	Address	Phone	Website
Pacific Crest Online Academy	621 Snow Ave., Richland	509-967-6245	pacificcrestonline.rsd.edu
River's Edge High School	975 Gillespie St., Richland	509-967-6450	riversedge.rsd.edu
Three Rivers HomeLink	1710 Van Giesen St., Richland	509-967-6090	threerivershomelink.rsd.edu

District Information

Strategic Plan

During the 2022-23 school year, Richland School District adopted a strategic plan focused on ensuring we are doing everything needed to give each student skills and opportunities to be successful in school and their future. By following our core values and fulfilling our priorities, we can help each student develop their portrait of a graduate and be Richland Ready for graduation and beyond. Learn more at www.rsd.edu/district/strategic-plan.



Notifications and Policies

Additional notifications can be found at www.rsd.edu/notifications. For policies and procedures, visit www.rsd.edu/district/school-board/policies.

Mental and Behavioral Health Resources

The Richland School District is committed to supporting the well-being and mental health of all students and staff. To better serve our families, we have compiled a list of crisis resources and support organizations to help individuals in times of need. Remember, if you or someone you know is in immediate danger, please call 911. Find resources and support at www.rsd.edu/crisis-resources.

Family Communication

The district uses ParentSquare for teacher, school and district communication with families. ParentSquare delivers message via email, text and/or the app. Receive timely information such as weather alerts, lockdown notifications and other emergency messages, as well as general school news and events. Families can also direct message teachers and others staff via the app. Learn more at www.rsd.edu/parentsquare.

School and District Report Cards

The Washington State Report Cards contain information about demographics, test results as well as other statistics about the school and/or district. To find results for the Richland School District, visit washingstatereportcard.ospi.k12.wa.us and search for the school or district name.

District Office

Teaching, Learning & Administration Center
6972 Keene Road,
West Richland, WA 99353
509-967-6000 | www.rsd.edu

Boys & Girls Clubs of Benton and Franklin Counties

RSD Before and After School Child Care
509-543-9980 | greatclubs.org

Bus Information/Dispatch

RSD Transportation
509-967-6151 | www.rsd.edu/transportation

Chromebook Help

RSD Information Technology
509-967-6162 | www.rsd.edu/technology

Communities in Schools

Family Support/Resources in RSD Schools
509-967-6038 | bentonfranklin.ciswa.org

Safety Tip Line

Anonymous Reporting
509-392-4668 | www.rsd.edu/tip

School Meals Program

RSD Nutrition Services
509-967-6114 | www.rsd.edu/nutrition

Annual Notices

Non-Discrimination Statement - Policy 3210

The Richland School District does not discriminate in any programs or activities on the basis of sex, race, ethnicity, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or 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 and provides equal access to the Boy Scouts and other designated youth groups. This applies to all educational programs, extra-curricular activities, and employment. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Richland School District
6972 Keene Road
West Richland, WA 99353
Phone: 509-967-6000

Concerns about sex discrimination, including sexual harassment:

- Title IX Coordinator (Students): Tory Christensen, Executive Director of Secondary Education: Tory.Christensen@rsd.edu
- Title IX Coordinator (Personnel): Ken Gosney, Assistant Superintendent of Human Capital & Operations: Ken.Gosney@rsd.edu

Concerns about disability discrimination:

- Section 504 Coordinator (Students): Bryan Jones, Assistant Superintendent of K-12 Education: Bryan.Jones@rsd.edu
- Section 504 Coordinator (Personnel): Ken Gosney, Assistant Superintendent of Human Capital & Operations: Ken.Gosney@rsd.edu

Concerns about discrimination based on gender identity:

- Gender-Inclusive Schools Coordinator: Tory Christensen, Executive Director of Secondary Education: Tory.Christensen@rsd.edu

Concerns about State Law Compliance:

- Civil Rights Coordinator: Ken Gosney, Assistant Superintendent of Human Capital & Operations: Ken.Gosney@rsd.edu

The Richland School District will also take steps to assure that national origin 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.

Harassment, Intimidation and Bullying (HIB) - Policy 3207

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!). Reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Tory Christensen, Assistant Superintendent of Secondary Education at Tory.Christensen@rsd.edu) that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

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

For the student designated as the “targeted student” in a complaint:

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

For the student designated as the “aggressor” in a complaint:

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

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage (www.rsd.edu/district/notifications/harassment-bullying) or the district's HIB Policy and Procedures 3207.

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 and Procedure for students 3210 and for staff 5010 visit www.rsd.edu/district/notifications/non-discrimination.

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 and Procedure 3205 or visit www.rsd.edu/district/notifications/sexual-harassment.

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination and State Compliance:

- Civil Rights Coordinator: Ken Gosney, Assistant Superintendent of Human Capital & Operations: Ken.Gosney@rsd.edu

Concerns about sex discrimination, including sexual harassment:

- Title IX Coordinator (Students): Tory Christensen, Executive Director of Secondary Education: Tory.Christensen@rsd.edu
- Title IX Coordinator (Personnel): Ken Gosney, Assistant Superintendent of Human Capital & Operations: Ken.Gosney@rsd.edu

Concerns about disability discrimination:

- Section 504 Coordinator (Students): Dr. Bryan Jones, Assistant Superintendent of K-12 Education: Bryan.Jones@rsd.edu
- Section 504 Coordinator (Personnel): Ken Gosney, Assistant Superintendent of Human Capital & Operations: Ken.Gosney@rsd.edu

Concerns about discrimination based on gender identity:

- Gender-Inclusive Schools Coordinator: Tory Christensen, Executive Director of Secondary Education: Tory.Christensen@rsd.edu

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 superintendent, then the school board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210 and Sexual Harassment Procedure 3205.

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 3210 and the HIB Procedure 3207 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: www.ed.gov/OCR
- Email: ocr@ed.gov
- Phone: 800-421-3481

Gender-Inclusive Schools - Policy 3211

In Washington, all students have the right to be treated consistent with their gender identity at school. Our schools 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 and Procedure 3211 visit www.rsd.edu/district/notifications/gender-inclusive-schools. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Tory Christensen, Executive Director of Secondary Education, Tory.Christensen@rsd.edu.

Weapons Prohibited - Policy 4210

Dangerous weapons or firearms cannot be taken on to Richland School District property. Students carrying a dangerous weapon at school may be expelled. Students carrying a firearm must be expelled.

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's 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 (OSPI). The Superintendent will post signs providing notice of the restrictions on possessing dangerous weapons at each facility being used for official meetings of the board.

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

In addition, the District considers the following weapons in violation of this policy:

- Any knife or razor not listed above, except for instruments authorized or provided for specific school activities;
- Any object other than those listed above which is used in a manner to intimidate, threaten, or injure another person and is capable of easily and readily producing such injury.

Reporting Dangerous Weapons

Students

If District staff believe that a student has violated this policy, 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 have possessed 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 3200–Student Conduct Expectation and Reasonable Sanctions](#).

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.

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 attending official meetings of the school board held off district-owned or leased property; and
- b. 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 such as a martial arts class.

To review the Weapons Prohibited Policy 4210, visit www.rsd.edu/district/notifications/weapons-policy.

Alcohol, Tobacco & Drug Use/Abuse - Policy 3418

All students, school employees and citizens are prohibited from using tobacco products of any kind while on district property. In addition, by state law, it is illegal for anyone 21 years old and under to possess or use tobacco in Washington State.

It is the policy of the Richland School District to provide a safe, healthy, and nurturing learning environment where students can learn, develop internal strengths, values, and self esteem. The use of alcohol, tobacco and other drugs can destroy the health and well-being of any individual. The use of controlled substances, except under medical supervision, is dangerous. Therefore, it is against school district policy to be in possession or under the influence of drugs, alcohol, or tobacco.

A student shall not knowingly possess, attempt to possess or use, manufacture, be under the influence of, show evidence of having used except where authorized by medical prescription, offer for sale, attempt to sell, barter, transfer to other persons in the school, on school property, at any time the school or grounds are being used for a

school activity or event, in district vehicles, at Richland School District bus stops, or while attending a school activity or school event off school grounds any prohibited drug(s) or alcohol. School events include, but are not limited to, athletic events and athletic team camps, co-curricular events and co-curricular camps, and incidents that occur within the proximity of the campus or have a nexus to school. Acts that occur off campus and/or after school hours will be judged by their effect upon the morale and operation of the school and whether they, in fact, are detrimental to the good order and to the welfare of the pupils.

Prohibited drugs include, but are not limited to:

1. Any controlled substance as defined by Washington state statute (RCW 69.50, Uniform Controlled Substances Act.)
2. Any drug which applicable federal or state law states must be obtained by prescription only (RCW 69.41, Legend Drugs).
3. Any drug not properly labeled for use by the person in possession of the drug.
4. Prescription drugs that are not legally obtained or prescribed, are not being used for the prescribed purpose, are being used in excess of the prescribed amount, are being used by other than the person to whom prescribed, or are being sold, traded or distributed.
5. Alternatives to illegal drugs such as designer or synthetic drugs, whether or not prohibited by law, which include, but are not limited to: herbal or plant products with properties that impair, restrict or alter normal cognitive function; herbal or chemical products containing synthetic marijuana (such as K2 or Spice) or synthetic cocaine or methamphetamine (such as bath salts); and any substance purported to, designed to, or which does impair, restrict, or alter cognitive function when absorbed, ingested, injected, or inhaled.
6. Any "look alike" drug or substance believed or represented as being a drug or controlled substance.
7. Drug paraphernalia.
8. Inhalants.
9. Anabolic steroids.
10. Alcohol or other intoxicant of any kind.

In a manner consistent with RCW 69.50 (Uniform Controlled Substances Act) the following terms shall be defined as:

- A. Controlled Substance – a drug, substance or immediate precursor included in schedules I through V as set forth in federal or state laws, or federal or board rules. Likewise schedules I through IV (RCW 69.50 Art.II), list common "drugs" including opiates, hallucinogens, stimulants, narcotics as well as derivative analogs.
- B. Controlled Substance Analog – any substance that has a chemical structure similar to that of controlled substances.
- C. Imitation Drugs – a substance that is not a controlled substance but which by appearance and representation would lead a reasonable person to believe that the substance is a controlled substance.
- D. Manufacture – the production, preparation, propagation, compounding, conversion or processing of a controlled substance, either directly or indirectly or by extraction from substances of natural origin
- E. Under the Influence – an abnormal mental or physical condition due to the influence, a visible impairment of the judgment or a derangement, or impairment of mental or physical function or energies arising there from
- F. Delivery – the actual or constructive transfer from one person to another of a substance, whether or not there is an agency relationship
- G. Legend Drugs – "prescription" medication including, but not limited to, steroids and other performance enhancing medications. Possession of prescription drugs without a prescription is unlawful.
- H. Drug Paraphernalia – all equipment, products and materials of any kind which are used, intended for use, or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled substance.
- I. Possession – having control over an item with intent to have and to exercise control over the item.

In an effort to restrict tobacco usage and in compliance RCW 28A.210.310, the Richland School District shall notify both students and school personnel of the prohibition of tobacco use. Sanctions for both students and school personnel who violate the policy shall be enforced. Furthermore, signs prohibiting the use and possession of tobacco products shall be posted at all Richland School District sites.

Students are prohibited from using and/or possessing tobacco, tobacco products, electronic cigarette, e-cigarette, or vaporize cigarette, nicotine, nicotine-delivering substances, chemicals or devices that produce the same flavor or physical effect of nicotine substitutes, and any other "tobacco innovation".

Violation of this policy constitutes cause for discipline of a student. The District reserves the right to refer to law-enforcement authorities any act or conduct relating to this policy which may constitute a crime under any federal, state, county or local law.

To review the Alcohol, Tobacco and Drug Use/Abuse Policy 3418, visit www.rsd.edu/district/notifications/alcohol-drug-tobacco-policy.

The Family Educational Rights & Privacy Act (FERPA) - Policy 3600

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education record maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - School officials with legitimate educational interest
 - Other schools to which a student is transferring
 - Specified officials for audit or evaluation purposes
 - Appropriate parties in connection with financial aid to a student
 - Organizations conducting certain studies for or on behalf of the school
 - Accrediting organizations
 - To comply with a judicial order or lawfully issued subpoena
 - Appropriate officials in cases of health and safety emergencies; and
 - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Pursuant to RCW 28A.150.515 – Directory information for high school students will be shared annually with higher education institutions in Washington State. If parents or eligible students wish to Opt-out of sharing directory information, a form must be completed and provided to the registrar's office at your child's school. Opt-out forms are available at your child's school.

Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520

More information about the district's FERPA Policy 3600 can be found at www.rsd.edu/district/notifications/ferpa.

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents of elementary and secondary students certain rights regarding the conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include, but are not limited to, the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED)—

- Political affiliations or beliefs of the student or student’s parent;
- Mental or psychological problems of the student or student’s family;
- Sex behavior or attitudes;
- Illegal, anti-social, self-incriminating, or demeaning behavior;
- Critical appraisals of others with whom respondents have close family relationships;
- Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
- Religious practices, affiliations, or beliefs of the student or student’s parent; or
- Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of—

- Any other protected information survey, regardless of funding;
- Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
- Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

Inspect, upon request and before administration or use—

- Protected information surveys of students and surveys created by a third party;
- Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
- Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Richland School District has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Richland School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The district will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The district will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this direct notification requirement:

- Collection, disclosure, or use of personal information collected from students for marketing, sales, or other distribution.
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

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

Special Education Services

It is the intent of the Richland School District to ensure that students who are disabled within the definition of

Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled under this policy even though they do not qualify for services pursuant to the Individuals with Disabilities Education Act (IDEA).

Section 504 of the Rehabilitation Act of 1973 is a civil rights law which protects the rights of individuals with disabilities in programs and activities that receive federal financial assistance from the U.S. Department of Education. A child is a "qualified disabled person" under Section 504 if he or she (1) has a physical or mental impairment that substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working), has a record of such an impairment, or is regarded as having such an impairment; and (2) is between the ages of 3 to 21 years old.

The District will comply with the federal requirements through the policies that deal with free appropriate public education, child find, equal educational opportunity, confidentiality of information, parent involvement, participation in least restrictive environment, evaluations, placement, reevaluation, programming to meet individual needs, placement procedures, nonacademic services, preschool and adult education programs, disciplinary exclusion, transportation, procedural requirements, appropriate funding, accessibility, special issues related to drug or alcohol addicted students, special considerations for students having AIDS or HIV infection, and special issues related to ADD/ADHD students.

Identification of Students Eligible for Services - Policy 2161

The purpose of Child Find is to locate, evaluate, and identify children with suspected disabilities in need of special education services including those who are not currently receiving special education and related services and who may be eligible for those services. Activities are to reach:

1. Children residing in the school district boundaries including preschool-aged children.
2. Children attending approved, nonprofit private elementary and secondary schools located within the district boundaries.
3. Highly mobile children (such as children experiencing homelessness, in foster care, and living in migrant conditions);
4. Children who have a disability and may need special education services even though they are advancing from grade to grade; and
5. Children at home or home-schooled.

The District will consult with parent/guardians and representatives of private school students to ensure its Child Find activities are comparable in approved, nonprofit private schools located within district boundaries. These consultations will occur annually by meetings.

The District reaches students who may be eligible for special education services through:

1. Notification to parent/guardians of child find activities in its annual informational packet;
2. Notification to parents/guardians district-wide through local papers or other media;
3. Information regarding child find on the district's Web site;
4. Notification to private schools located in the district's boundaries;
5. District informational mailings;
6. Posting notices regarding screening and referral in school buildings and public locations including DSHS community service offices, Employment Security offices, grocery stores, Laundromats, day cares, community preschool sites, and physicians' offices;
7. Notifying and coordinating with the designated Part C lead agencies;
8. Early childhood screenings conducted by the District;
9. Coordination with other public and private agencies and practitioners;
10. Written information provided to district staff on referral procedures;
11. Training teachers and administrators on referral/evaluation/identification procedures; and
12. Review of student behavior, discipline, and absentee information and information gathered from district-wide assessment activities.

When district staff have concerns that a student may have a suspected disability which could result in eligibility for special education services, they will notify the school psychologist in the student's building and the psychologist will convene a staff meeting to discuss the staff's concerns which may result in a special education referral for the student.

The District's special education department contracts with Educational Service District (ESD) 123 to conduct early childhood screenings for ages birth to three. When parent/guardians or others inquire about screenings, the caller will be referred to the ESD123. The ESD123 will facilitate the screening, evaluation, and services for birth to three.

If your student may need special education services, contact the Special Education Department at 509-967-6050 to request that your student be evaluated for special education.

Section 504 - Policy 2060

The Richland School District will distribute information, including the procedural safeguards notice, to all parents annually regarding parent rights under Section 504.

Your Child's Education

Your child has the right to:

- Receive a free and appropriate public education.
- Participate in and benefit from the district's educational programs without discrimination.
- Be provided an equal opportunity to participate in the district's nonacademic and extracurricular activities.
- Be educated with students who do not have disabilities to the maximum extent appropriate.
- Be educated in facilities and receive services that are comparable to those provided to students without disabilities.
- Receive accommodations and/or related aids and services to allow your child an equal opportunity to participate in school activities.
- Receive educational and related aids and services without cost, except for those fees imposed on the parents of children without disabilities.
- Receive special education services if needed.

Your Child's Education Records

You have the right to:

- Review your child's educational records and to receive copies at a reasonable cost. You will not be charged if the cost would keep you from reviewing the records.
- Ask the district to change your child's education records if you believe that they are wrong, misleading, or are otherwise in violation of your child's privacy rights. If the district refuses this request, you have the right to challenge the refusal by requesting an impartial hearing.
- A response to your reasonable requests for explanations and interpretations of your child's education records.

The Section 504 Process

Your child has the right to an evaluation before the school determines if he or she is eligible under Section 504. You have the right to:

- Receive notice before the district takes any action regarding the identification, evaluation, and placement of your child.
- Have evaluation and placement decisions made by a group of persons, often called a "504 team", including persons who know your child, the meaning of the evaluation information, and the placement options available.
- Have evaluation decisions based on a variety of sources, such as aptitude and achievement tests, teacher recommendations, physical conditions, medical records, and parental observations.
- Refuse consent for the initial evaluation and initial placement of your child.

If your child is eligible under Section 504, your child has a right to periodic re-evaluations, including re-evaluations before any significant change is made in your child's placement.

If You Disagree With The District's Decision

If you disagree with the district's decisions regarding your child's identification, evaluation, educational program, or placement under Section 504, you may request mediation or an impartial due process hearing. You and your child have the right to take part in the hearing and have an attorney represent you. Hearing requests and other concerns can be made to your district's Section 504 Coordinator:

Dr. Bryan Jones
6972 Keene Road
West Richland, WA 99353
Bryan.Jones@rsd.edu

You have the right to file a complaint of discrimination with the U.S. Department of Education's Office for Civil Rights (OCR), or to file a complaint in federal court. Generally, an OCR complaint may be filed within 180 calendar days of the act that you believe was discriminatory. The regional office is located at 915 Second Ave, Room 3310, Seattle, WA 98174-1099. Phone: 206-607-1600/TDD: 206-607-1647. Website: www.ed.gov/OCR.

504 Action Plan to Ensure That Parental Consent Is Provided

Counselors will receive training in September of each year regarding Section 504 including processes, procedures and communication requirements ensuring that the procedural safeguards notice is provided to parents when any actions are taken regarding identification, evaluation or placement under Section 504.

All documentation regarding Section 504 meetings, eligibility decisions, parental notifications and consent forms and plans for accommodations where eligibility exists will be forwarded to the office of the 504 compliance officer.

Wellness & Nutrition

Families will be notified on an annual basis about the district's wellness and nutrition policies. More information about these policies can be found at www.rsd.edu/district/notifications/nutrition-wellness.

Nutrition - Policy 6700

The Richland School District's Board of Directors recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. The Board supports the District's increased emphasis on nutrition, at all grade levels to enhance the well-being of the District's students. Therefore, it is the policy of the Board to provide students with access to nutritious food as stated in this policy and accompanying procedure

Nutrition and Food Services Program

The Board supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food services program. Expenditures for food supplies shall not exceed the estimated revenues. The Superintendent or their designee is responsible for:

- Annually distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices and submitting them to the board for approval annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School standards.

Federal Programs

Participation in various federal programs related to nutrition, including the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA Smart Snacks in School nutrition standards), require a wellness policy.

Free and Reduced Priced Student Meals

Free and reduced meals are available to eligible households. Pick up an application at any school, or access it at www.rsd.edu/nutrition. You will also find a link to mealtimeapps.com where you can view what your student is purchasing, make deposits and check balances. For more information, contact Nutrition Services at 509-967-6114.

Wellness - Policy 6702

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who engage in regular exercise are more likely to learn in the classroom. The board supports the district's increased emphasis on health, physical education, and physical activity at all grade levels to enhance the well-being of the district's students. Therefore, it is the policy of the board to emphasize health education and physical education and provide students with opportunities for physical activity.

The District, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

All schools, as a best practice and subject to available funding, will participate in a multicomponent approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Physical activity before and after school;
- Recess that aims to be safe, inclusive, and high quality;
- Family and community engagement;
- Staff wellness and health promotion;
- Opportunities for active transportation; and
- Access to school district facilities for physical activity, fitness, sports, and recreation programs.

Language Access Services - Policy 4218

The Richland School District is committed to improving meaningful, two-way communication and promoting access to district programs, services and activities for students and parents with limited English proficiency (LEP) free of charge. To that end, the Board of Directors requires the District to implement and maintain a language access plan tailored to the District's current LEP parent population.

The district's language access plan will incorporate the procedures that accompany this policy and address:

Parent Identification

The district will accurately and in a timely manner identify LEP parents and provide them information in a language they can understand regarding the language service resources available within the district.

Oral Interpretation

The district will take reasonable steps to provide LEP parents competent oral interpretation of materials or information about any program, service, and activity provided to non-LEP parents and to facilitate any interaction with district staff significant to the student's education. The district will provide such services upon request of the LEP parent(s) and/or when it may be reasonably anticipated by District staff that such services will be necessary.

Written Translation

The district will provide a written translation of vital documents for each limited English proficient group that constitutes at least 5 percent of the district's total parent population or 1,000 persons, whichever is less. For purposes of this policy, "vital documents" include, but are not limited to, those related to:

- registration, application, and selection;
- academic standards and student performance;
- safety, discipline, and conduct expectations;
- special education and related services, Section 504 information, and McKinney-Vento services;
- policies and procedures related to school attendance;
- requests for parent permission in activities or programs;
- opportunities for students or families to access school activities, programs, and services;
- student/parent handbook;
- the district's Language Access Plan and related services or resources available;
- school closure information; and
- any other documents notifying parents of their rights under applicable state laws and/or containing information or forms related to consent or filing complaints under federal law, state law, or district policy.

If the district is unable to translate a vital document due to resource limitations, the district will still provide the information to parents in a language they can understand through competent oral interpretation.

Concerns or Complaints

If you have concerns about the school's interpretation or translation services—or if you were not offered an interpreter or translation you needed—you have several options.

1. Talk with your principal or a school employee you are comfortable with. A discussion with your school principal is often the best first step to address your concerns. Explain what happened, and let the principal know what they can do to help resolve the problem.

2. Talk with Richland School District administration. You can also contact the school district to share your concerns. You can call the civil rights coordinator or the superintendent at the district office.
3. Ask for help resolving your concerns. You may contact these agencies for more information about your rights or for assistance to resolve your concerns.
 - Equity and Civil Rights Office (OSPI): 360-725-6162 or www.k12.wa.us/equity
 - Office of the Education Ombuds: 1-866-297-2597 or oeo.wa.gov
4. File a complaint. To file a complaint, explain what happened in writing—in any language—and send it to the district by mail, email, or hand delivery. Make sure to keep a copy for your records.

More information about complaint options are online at ospi.k12.wa.us/about-ospi/contact-us/how-file-complaint. Review the district's Language Access Services Policy 4218 at www.rsd.edu/district/notifications/language-access.

Homeless & Unaccompanied Youth Services - Policy 3115

The McKinney-Vento Act defines homeless children as “individuals who lack a fixed, regular, and adequate nighttime residence.” Examples of children who would fall under this definition:

- Children and youth sharing housing due to loss of housing, economic hardship or a similar reason
- Children and youth living in motels, hotels, trailer parks, or camp grounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters
- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations

Under the McKinney-Vento Act, students...

- Receive a free public education
- May enroll in school immediately, even if they lack documents normally required for enrollment
- Attend classes while the school gathers missing documents
- Enroll in the school they are closest to or the school they were last enrolled in (school of origin), even if the child was forced to relocate
- Receive transportation to and from the school of origin
- Receive all the same educational services other students receive, even if the child can't pay
- Participate in before and after school programs
- Receive counseling
- Receive free breakfast and lunch
- Participate in special education, bilingual, vocational and gifted programs, if qualified
- Receive school supplies
- Receive extra academic support through Title I funding
- Receive evaluation for any disabilities

Students may qualify for services by taking the following steps:

1. Talk to the school counselor, who will complete an intake form which will identify your child's needs and any community resources available to them.
2. Complete the housing questionnaire available from your school's office or online at www.rsd.edu.
3. Contact the district's McKinney-Vento liaison, Executive Director of State & Federal Programs, Derek O'Konek, for any additional assistance at 509-967-6482 or Derek.Okonek@rsd.edu.

Learn more about Homeless & Unaccompanied Youth Services at www.rsd.edu/services/homeless-youth-services.

Title 1, Part A

Teacher & Para Qualifications

In compliance with the requirements of the Every Student Succeeds Act (ESSA) the Richland School District would like to inform you that you may request information about the professional qualifications of your student's teacher(s) or instructional paraprofessional(s).

1. The following information may be requested for teacher(s):
 - Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction.
 - Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived.
 - The college major and any graduate certification or degree held by the teacher.
 - Whether the student is provided services by paraprofessionals, and if so, their qualifications.
2. The following information may be requested for instructional paraprofessional(s):
 - Paraprofessionals must work under the supervision of a certificated teacher. In schools that operate a school-wide program, all paraprofessionals must meet professional qualifications. In a Targeted Assistance program, any paraprofessional who is the direct supervisor of a certificated teacher must meet the professional qualifications.
 - Paraeducators can provide a copy of their high school diploma—transcripts are not necessary. Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following:
 1. Completed at least two years of study at an institution of higher education; or
 2. Obtained an associate's or higher degree; or
 3. Pass the ETS ParaPro Assessment. The assessment measures skills, and content knowledge related to reading, writing and math;
 4. Previously completed the apprenticeship requirements and must present a journey card or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway.

If you wish to request information concerning your child's teacher's and instructional paraprofessional's qualification, please contact your building principal.

Parent and Family Engagement - Policy 4130

The Richland School District's Board of Directors (the "Board") recognizes that parent and family engagement assist students participating in Title I programs achieve academic standards. To promote parent and family engagement, the Board adopts this policy, which describes how the District will involve parents and family members of Title I students in developing and implementing the District's Title I programs.

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 plan. This will be accomplished by holding a Comprehensive Needs Assessment (CNA) meeting each year. The stakeholders including parents, community members, administrators, teachers, support staff are invited from all the District's title schools. The purpose of the CNA meeting is to review data and identify areas of need. The identified areas of need are then used to create a District Title 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 schools. At that meeting, the following will be identified:
 1. Barriers to greater participation by parents in Title I activities;
 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

The District will facilitate removing barriers to parental involvement by sending out a survey each spring to parents of students attending out Title Schools. 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.

Pesticide Application - Policy 8500

It is the policy of the Richland School District that students and staff have a right to a healthy learning and working environment. The District will work to achieve this, in part, by reducing the use of pesticides and other toxic chemicals through the use of an Integrated Pest Management plan in buildings and in the grounds programs. The goal of this policy is to create and maintain sustainable, healthy school environments by using methods that

emphasize the protection of students' and employees' health and use ecologically sound practices in order to achieve long-term prevention and suppression of pest problems. The Integrated Pest Management regulations and procedures are detailed in Washington State Statute and Washington Administrative Code.

The District will comply with the legal requirements regarding pesticide notification, posting and record keeping. This includes procedures for the annual notification of staff and parents of the District's pest control and methods; pre-notification of staff and parents of pesticide applications; posting of sites of pesticide applications; and record keeping, including an annual summary report of pesticide usage.

Student Rights and Responsibilities - Policy 3200

Section I: GENERAL

The mission of the Richland School District is to provide learning experiences which will assist all students to develop skills, competencies, and attitudes that are fundamental to an individual's achievement as a responsible, contributing citizen. In order to maintain and advance this mission, it shall be the responsibility and duty of each student to pursue his/her course of studies, comply with the student conduct rules, and submit to reasonable corrective action, discipline, or punishment imposed by the school/district.

All students who attend the District's schools, school sponsored events, present on school grounds or are transported in school district vehicles shall comply with the written policies, rules and regulations of the schools and shall submit to the authority of the teachers of the schools, subject to such corrective action as the school officials determine.

Students and/or their parents/guardians will be provided information regarding substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. The District will assist long-term suspended and expelled students in returning to school as soon as possible by providing them with a re-engagement plan tailored to the student's individual circumstances, considering the incident that led to the student's removal.

Re-engagement meetings must take place within twenty days of the student's long-term suspension or expulsion, but no later than five days before the student's exclusion from school is set to expire, to discuss a plan to reengage the student in a school program. Staff will consider shortening the length of time that the student is suspended or expelled, other forms of corrective action, and other interventions that aid in the student's academic success. The student's family will be provided the opportunity to participate and have meaningful input into the student's re-engagement plan.

The District, however, may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion for the purpose of protecting victims of certain offenses, as follows:

- A student committing an offense under RCW 28A.600.460 (2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned; and
- A student who commits an offense under RCW 28A.600.460 (3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Section II: DEFINITIONS

As used in this policy the term:

"Academic term" shall mean the duration of time equal to the cumulative number of school days within a semester which is 90 school days and does not mean the duration lasting until the end of the current semester.

"Alternative setting" shall mean those educational opportunities provided to a student who is excluded from their regular classroom as a form of discipline, suspension, or expulsion.

Alternative settings should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline. Example alternative settings include but not limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning. The educational services must enable the student to continue to participate in the general education curriculum, meet the educational standards established within the District, and complete subject, grade-level, and graduation requirements.

"Alternatives to suspension" shall mean responses to student behavior that help direct or redirect the student without resorting to suspension.

“Behavior violation” shall mean a student’s behavior that violates a school district’s discipline policy.

“Classroom exclusion” shall mean the exclusion of a student from a classroom or instructional activity area for behavior violations. Classroom exclusions do not include actions that result in missed instruction for a brief duration when:

- (a) A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavior expectations; and
- (b) The student remains under the supervision of the teacher or other school personnel during such brief duration.

“Corrective action” shall mean discipline, classroom exclusions, suspension, emergency expulsion, or expulsion.

“Culturally responsive” shall have the same meaning as **“cultural competency”** in RCW 28A.410.270.

“Discipline” shall mean any action taken by a school in response to behavior violations.

“Discretionary discipline” shall mean a disciplinary action taken by the school for student behavior that violates rules of student conduct. State law prohibits districts from imposing long-term suspensions or expulsions as a form of discretionary discipline.

“Disruption of the educational process” shall mean the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.

“Emergency expulsion” shall mean the removal of a student from school because the student’s statements or behavior pose an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of corrective action within ten (10) school days from the date of the emergency removal from school.

“Exceptional misconduct” shall mean student misconduct other than absenteeism which (a) is of such frequent occurrence, despite past attempts of staff to control such misconduct through the use of other forms of corrective action; or (b) is so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school as to warrant an immediate resort to a short-term or a long-term suspension or expulsion.

“Expulsion” shall mean a denial of admission to the student’s current school placement in response to a behavioral violation. An expulsion also may include a denial of entry upon, real and personal property that is owned, leased, rented, or controlled by the district.

“Length of an academic term” shall mean the duration of time equal to the cumulative number of school days within a semester which is 90 school days and does not mean the duration lasting until the end of the current semester.

“Other forms of discipline” shall mean actions used in response to behavior behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior.

“Re-engagement meetings” shall mean the required meeting held between the school district and the student’s parent and/or guardian to discuss how to return a long-term suspended or expelled student to an educational setting as soon as possible.

“Re-engagement plan” shall mean a written plan developed between the school district and a student and his/her parent or guardian designed to aid the student in taking the necessary steps to remedy the situation that led to the student’s long-term suspension or expulsion and return the student to the educational setting as soon as possible.

“School business day” shall mean any calendar day, except Saturdays, Sundays, or any federal, state, or school holiday, upon when the office of the Superintendent of the school district is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.

“School day” shall mean any day or partial day that students are in attendance at school for instructional purposes.

“Suspension” shall mean a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency

expulsions. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the District.

A. “In-school suspension” shall mean a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days.

B. “Short-term suspension” shall mean a suspension in which a student is excluded for any portion of a calendar day up to and not exceeding ten consecutive school days.

C. “Long-term suspension” shall mean a suspension in which a student is excluded from school for more than ten consecutive school days.

Section III: PERSONS AUTHORIZED TO IMPOSE DISCIPLINE, SUSPENSION, EXPULSION, OR EMERGENCY REMOVAL UPON STUDENTS

Each certificated teacher, each school administrator, each school bus driver, and any other employee designated by the Superintendent shall possess the authority to impose discipline upon a student for misconduct which violates rules of the school district established pursuant to school district policies and to impose an emergency removal from a class, subject, or activity in accordance with this policy.

Subject to the limitations set forth herewith in connection with the suspension or expulsion of students, the following school district personnel are delegated the authority to suspend, expel, or order the emergency expulsion of students for any misconduct which violates the rules for student conduct: Superintendent, Deputy Superintendent, Assistant Superintendent, Principals, Assistant Principals, Administrative Assistants, and any other district employee to whom such authority has been delegated by the Superintendent.

Section IV: SCHOOL DISTRICT RULES DEFINING RULES OF STUDENT CONDUCT — DISTRIBUTION OF RULES

The District shall adopt, publish, and make available on an annual basis to all students and parents written rules which state with reasonable clarity the types of misconduct for which discipline, suspension, and expulsion may be imposed.

Rules that establish types of misconduct must have a real and substantial relationship to the lawful maintenance and operation of the school district including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process which is conducive to learning.

The consequences of violations listed in this policy shall be determined at the building level and shall be consistent with district policy and state and local law as applicable. The Principal or their designee(s) shall have the responsibility to establish disciplinary standards appropriate to his/her particular school as he/she deems necessary and which bear a real and substantial relationship to the direct preservation of the students, staff, and public health and safety, or for the maintenance of the educational process.

Regardless of other discipline imposed, a student and his/her parent/guardian may be held responsible for damage, vandalism, destruction or other financial loss to the school or District.

Section V: DISCIPLINE — CONDITIONS AND LIMITATIONS

Discipline may be imposed upon any student for violation of the rules of the school or District that have been established pursuant to this policy, subject to the following limitations and conditions:

No form of discipline shall be enforced in such a manner as to prevent a student from accomplishing specific academic grade, subject, or graduation requirements.

The Principal will notify special education staff of any suspensions to be imposed on a student who is currently eligible for special education services or any student who might be deemed eligible for special education. To the extent that suspensions may cumulatively or consecutively exceed ten (10) days, the Principal will notify relevant special education staff so that the District can ensure compliance with special education discipline procedures.

Building administrators shall have the responsibility for ensuring that written procedures for administering corrective action are developed for their schools with the input of parents, staff, and the community. The procedures shall provide that every reasonable attempt be made to involve parents and the student in the resolution of behavior problems at an early stage. The building administrator and staff shall meet at least annually to review building behavior standards and discuss uniform enforcement of those standards. All staff shall work cooperatively toward

consistent enforcement of behavior standards.

Corporal punishment which is defined as any act which willfully inflicts or willfully causes the infliction of physical pain on a student is prohibited. Corporal punishment does not include:

- (a) The use of reasonable physical force by a school administrator, teacher, school employee or volunteer as necessary to maintain order or to prevent a student from harming themselves, other students and school staff, or property.
- (b) Physical pain or discomfort resulting from or caused by training for or participating in athletic competition or recreational activity voluntarily engaged in by a student, or
- (c) Physical exertion shared by all students in a teacher-directed class activity, which may include, but is not limited to, physical education exercises, field trips or vocational education projects.

Nothing herein shall be construed as limiting or otherwise modifying provisions governing aversive interventions set forth in state and federal law.

Section VI. Educational Services During a Suspension or Expulsion

The District will not suspend the provision of educational services as a disciplinary action, nor will schools suspend the provision of educational services to a student in response to behavioral violations.

Schools will provide the student the opportunity to receive educational services during a suspension, expulsion, or emergency expulsion. The educational services must enable the student to:

- Continue to participate in the general education curriculum;
- Meet the educational standards established within the district; and
- Complete subject, grade-level, and graduation requirements.

Such services may be provided in an alternative setting, provided that such setting is comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline. Examples of alternative setting may include, but not be limited to, alternative schools or classrooms, one-on-one tutoring when available, and online learning.

When providing a student the opportunity to receive educational services under this section, the school must consider:

- Meaningful input from the student, parents, and the student's teachers;
- Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
- Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

A. Suspensions or Emergency Expulsions Up to and Including 5 Days

For students subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes; and
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

B. Suspensions and Emergency Expulsions 6 – 10 Consecutive Days

For students subject to suspension or emergency expulsion for six (6) to ten (10) consecutive school days, a school must provide at least the following:

- Course work, including any assigned homework, from all of the student's regular subjects or classes;
- An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- Access to school personnel who can offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes. School personnel will make a reasonable attempt to contact the student or parents within three (3) school business days following the start of the suspension or emergency expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - Coordinate the delivery and grading of course work between the student and the student's teacher(s) at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and

- Communicate with the student, parents, and the student’s teacher(s) about the student’s academic progress.

C. Long Term Suspensions and Expulsions

For students subject to expulsion or suspension for more than ten (10) consecutive school days, a school will make provisions for educational services in accordance with WAC 392-121-107.

D. Language Assistance

The School must ensure that notices and communications required under this section are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

Section VII: RULES FOR STUDENT DISCIPLINE

When a school administrator has good and sufficient reason to believe that a student’s presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate.

In conjunction with the following sanction guidelines, administrators may also consider any alternative form of corrective action—including programs intended to lessen the time of exclusion from class attendance. The District encourages the use of alternative forms of correction action when possible and practicable in light of the duty to maintain safe and orderly school environments conducive to student learning.

School administrators are expected to use their professional judgment and experience when assigning students sanctions and will, to the best of their abilities, attempt to apply these sanctions to all similarly-situated students in a fair and equitable manner. The administrator’s judgment and discretion will carefully balance the duty to maintain order and discipline in a safe school environment, the appropriate corrective action needed to address the student’s misconduct, and the student’s long-term educational success. Staff are expected to refer criminal matters to local law enforcement.

Schools must provide for early involvement of parents in efforts to support students in meeting behavioral expectations and must make every reasonable attempt to involve the student and parents in the resolution of behavioral violations.

The methods employed in administering the rules of student conduct involve professional judgment. Such judgment should:

- Provide due process and ensure fairness and equity in administration;
- Implement the policy and procedure in a culturally responsive manner;
- Respond to the needs and strengths of students ;
- Facilitate collaboration between school personnel, students, and families ;
- Provide a safe and supportive learning environment for all students

Detention

For minor infractions of school rules or regulations, or for minor misconduct, staff at secondary school sites may assign students detention during after school hours for not more than 45 minutes on any given day.

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

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

Students assigned detention for corrective action will be under the direct supervision of the staff member or another member of the professional staff.

Classroom Exclusions

A teacher or other school personnel may exclude a student from the teacher’s classroom or instructional or activity

area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision. The teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing threat of material and substantial disruption of the educational process.

In administering other forms of discipline, the teacher or other school personnel may consider using best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.

A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom, instructional area, or activity area. When a student is excluded from the student's classroom, instructional area, or activity area for longer than the balance of the school day, the school will provide the student and the student's family notice and due process for a suspension, expulsion, or emergency expulsion, as appropriate. A student may not be removed from school during a classroom exclusion unless the school provides such notice and due process for a suspension, expulsion, or emergency expulsion.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

Following the classroom exclusion of a student, the teacher or other school personnel must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the Principal or their designee as soon as reasonably possible.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. The school must ensure that this notification is in a language the parents understand, which may require language assistance for parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

When the teacher or other authorized school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) the teacher or other school personnel must immediately notify the Principal or designee; and
- (b) the Principal or designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

Grievance and appeal process for student discipline

Any parent/guardian or student who is aggrieved by the imposition of discipline will have the right to an informal conference with the Principal for resolving the grievance. The employee whose action is being grieved will be notified of the grievance as soon as reasonably possible.

At such conference, the student and parent/guardian will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

After exhausting this remedy, the parent/guardian and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the Superintendent or their designee.

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

Section VIII: TYPES OF STUDENT MISCONDUCT

The Superintendent, Deputy Superintendent, Assistant Superintendent, Principals, Assistant Principals, Administrative Assistants, and any other district employee to whom such authority has been delegated may impose in school and short terms suspensions.

The types of student misconduct that are appropriate for in-school suspensions and short-term suspensions include, but are not be limited to, the following:

1. Alcoholic Beverages and/or Controlled Substances - A student may be guilty of violation of this policy and school rule for the possession, consumption, use, storage, transfer, being under the influence of, showing evidence of having used, manufacture of, delivery, distribution, and/or sale/barter of alcoholic beverages, illegal or controlled chemical substances, controlled substances including marijuana, substances proposed to be drugs or look-alike substances, paraphernalia, inhalants, anabolic steroids, and/or imitation drugs on school property, district transportation, or at a school activity. See Policy [3418 on Alcohol, Tobacco, and Other Drug Use/Abuse Policy](#) for more information.

For purposes of student conduct expectations:

- a. This section applies to any controlled substance, medication, stimulant, depressant, or mood altering compound, including simulated compounds intended to produce intoxication or euphoria, whether or not such compounds have been designated a controlled substance by state or federal law;
- b. This section applies to marijuana or substances containing marijuana;
- c. This section applies to legally-prescribed drugs which a student is nevertheless not lawfully authorized to possess on school grounds, at school activities, or on district-provided transportation;
- d. This section applies to students who enter school grounds, school activities, or district-provided transportation following the unlawful use or consumption of drugs, alcohol, and other similar chemical substances, including students who appear to be under the influence of such substances; and
- e. This section applies equally to the possession or use of paraphernalia or other items used to possess, consume, store, or distribute drugs, alcohol, and/or other illegal chemical substances, including marijuana or substances containing marijuana.

2. Arson/Damaging School Property/Vandalism - For purposes of school discipline, “arson” means any intentional or reckless setting of a fire or other burning of personal or public property. “Reckless” means that the student understood, but acted with disregard for, the consequences of his or her conduct. “Damaging School Property” means intentional damage to district property. “Vandalism” means the act of deliberately destroying or damaging property of another.

3. Assault/Fighting - For the purposes of school discipline, “assault” means actual or attempted hitting, striking or other wrongful physical contact inflicted on another either directly or indirectly through an object. For verbal threats, see Harassment, Intimidation, and Bullying. Fighting and instigating, promoting, or escalating a fight, as well as failure to disperse are included in this prohibition. Engaging in any form of fighting where physical blows are exchanged is prohibited, regardless of who initiated the fight. This prohibition includes hitting, slapping, pulling hair, biting, kicking, choking, and scratching or any other acts in which a student intentionally inflicts or attempts to inflict injury on another.

4. Cheating - cheating/academic dishonesty includes but is not limited to the following:

- a. Copying from or allowing another student to copy from a test, homework, paper, project, lab report or other work that is not intended to be collaborative in nature
- b. Sharing papers with another student
- c. Plagiarizing the work of others
- d. Intentionally obtains test questions and/or answers through fraudulent means
- e. Looking at another student's test, answer sheet, or other materials
- f. Using unauthorized material including textbooks, notes, calculators, computer program, or outside help during an examination or other assignment
- g. Using writings, passages, ideas of others and passing them off as your own (including, but not limited to faxing, duplicating, file sharing, or transmittal using any technology)
- h. Sabotaging or destroying the work of others
- i. Illegal or unauthorized entry into school computer or program
- j. Submitting material (written or designed by someone else without citing the source, e.g., plagiarizing or submitting work created by family, friends, tutors, or anyone else not the student)

5. Computer Misuse/Unauthorized Use of Technology - It may be a violation of this section for a student to tamper with the electronic hardware, data files, or software or gain unauthorized access to, or use of, such technology.

Students are NOT permitted to:

- a. Damage any part of the computer system by attempting to harm, modify, or destroy computer hardware, software, or the data stored therein.
- b. Send, receive, or display offensive, inappropriate, or sexually explicit material
- c. Use obscene language
- d. Use other people's passwords
- e. Harass, bully, insult, or attack others
- f. Seek to receive or provide unauthorized access to resources

- g. Trespass in files and/or folders of others
- h. Violate copyright laws and/or plagiarize the material of others
- i. Steal equipment or software
- j. Intentionally waste resources
- k. Use a network computer for commercial purposes, personal gain, and fraud

*See [Policy 2314 – Electronic Information System for more information.](#)

6. Criminal Acts - For purposes of student discipline, the commission of any crime on school grounds, while the student is expected to be attending school, at a school sponsored event, on school bus or vehicle.

7. Cyber-Bullying - [See Policy 3207 - Harassment, Intimidation, Bullying, and Cyber-Bullying for more information.](#)

8. Defiance of School Authority/Insubordination/Cumulative Violations - For purposes of student discipline, the refusal to obey reasonable requests, instructions, and directives of any school personnel, including volunteers or contractors working for the school. Defiance includes dress or appearance in violation of [Policy 3224](#) that the student either refuses to correct at the direction of a school administrator, or that is a persistent and repeated violation of school district policy. Defiance of school authority can also include intentional disruptive behavior.

9. Disrupting the Educational Process - For disciplinary purposes, this section addresses the student creating a substantial or material disruption to the educational process or any school operation and conduct that markedly interrupts or severely impedes the day-to-day operations of a school. The following illustrate the kinds of offenses that are prohibited:

- Intentionally obstructing normal pedestrian or vehicular traffic on a school campus;
- Intentionally obstructing the entrance or exit of any school building or room in order to deprive others of passing through;
- Causing a disturbance or disruption on school grounds, at school activities, or on district-provided transportation, including substantially interfering with any class or activity;
- Cheating or disclosure of exams;
- Defiance of school personnel;
- Disobedience of reasonable requests, instruction, and directives of school personnel;
- Refusal to leave an area when instructed to do so by school personnel;
- Refusing a reasonable request to identify oneself to district personnel (including law enforcement officers) while under the supervision of the school;
- Refusal to cease prohibited behavior;
- Disruptive and/or dangerous use of motor vehicles or conduct on a school bus that endangers students;
- Extortion, theft, forgery;
- Gang-related behavior, association, and/or affiliation;
- Harassment of others;
- Trespassing on school property or school transportation at a time or place the student's presence is not permitted;
- Occupying a school building or school grounds in order to deprive others of its use;
- Preventing students from attending class or school activities;
- Using any object in a dangerous manner; and
- Intentionally defacing or destroying the property of another.

10. Damages or Destruction of Property - A student may be guilty of this section if they cause physical damage to the property of another and/or the school district.

11. Falsification/Forgery - A student may be guilty of falsifying or forging documents if the student knowingly makes any false entry, alters times, names, dates, grades, addresses or alters any school document used or intended to be used in connection with the operation of the school. Also a false representation of a matter of fact - whether by words or by conduct, by false or misleading allegations, or by concealment of what should have been disclosed - that deceives and is intended to deceive another so that the individual will act upon it to her or his detriment.

12. False Accusations - A student may be guilty of making a false accusation if the student intentionally makes false accusations or untrue charges of wrong-doing against staff, students, volunteers, or patrons.

13. Gambling - For purposes of student discipline, means an activity in which a person stakes or risks something of value upon the outcome of a contest of chance or a future contingent event not under the control or influence of the person, upon an agreement or understanding that the person or someone else will receive something of value

in the event of a certain outcome.

14. Gang/Gang Activity - The School board of Directors is aware of the public existence of gangs which are involved in illegal, intimidating and harassing conduct and the School board hereby determines that such gangs and the expression of such gang membership cause or are likely to cause disruption in the school environment and present a threat to the health and safety of students and school personnel. "Gang" means a group which:

(a) consists of three or more persons; (b) has identified leadership; and (c) on an ongoing basis, regularly conspires and acts in concert for criminal purposes. Any such activity or expression by students is prohibited while they are subject to the disciplinary control of the school district. Therefore, it may be a violation of this section for a student or students on or about school property or in any place involving a school-related activity to:

a. wear, possess, distribute or display any clothing, jewelry, display any sign, which by virtue of its color, arrangement, symbol, or any other attribute, is evidence of membership of affiliation in any such gang; or imply gang membership or affiliation by written communication in conjunction with design, emblem upon any school or personal property or one's person that is disruptive or interferes with the school environment, and/or activity, and/or educational objectives and/or process; or

b. Use any speech, gesture, conduct, or commit any act or omission in furtherance of the interest of any such gang or such gang activity.

Harassment, Intimidation, and Bullying – See Policy 3207.

15. Lewd Conduct - For purposes of school discipline, this includes, but is not limited to, lewd, obscene or profane language, gestures, exhibits indecent, or vulgar behavior through writing, pictures, signs, text messages, social networking sites, electronic mail (e- mail) messages or acts or materials that are unrelated to authorized school curriculum. Obscene acts or expressions, whether verbal or non-verbal. Prohibited "materials" includes digital or electronic text, images, or sounds that are possessed, displayed, or transmitted while under the supervision of school authorities.

16. Malicious Mischief - For purposes of student discipline, the willful, wanton, or reckless damage to or destruction of another's property shall include the total or partial alteration, damage, obliteration, or erasure of records, information, data, computer programs, or their computer representations, which are recorded for use in computers or the impairment, interruption, or interference with the use of such records, information, data, or computer programs, or the impairment, interruption, or interference with the use of any computer or services provided by computers. "Physical damage" also includes any diminution in the value of any property as the consequence of an act and the cost to repair any physical damage.

17. Possession of a Firearm or Dangerous Weapon - 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 school-provided transportation, at any official school bus stop, or in other areas of other facilities being used exclusively for school activities. Also defined in Policy 10,020. 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. Use or possession of dangerous weapons, including firearms, air guns, knives, nun chucks, throwing stars, stun guns, explosives and other weapons prohibited by state law.

18. Sexual Harassment - A student may be guilty of sexual harassment if they make unwelcomed verbal, written, visual, or physical advances toward another person. See [Policy 3205 - Sexual Harassment](#) for more information.

19. Theft - A student may be guilty of theft if the student obtains or exerts unauthorized control over the property or services of another or the value thereof, with intent to deprive the person of such property or services. Also, the possession of another person's or district property, regardless of value, without the person's permission with the intent to deprive the owner of such property. As part of the sanction, restitution will usually be required.

20. Threat/Verbal Assault - A student may be guilty of this section if the student communicates, directly or indirectly, the intent to cause bodily injury to the person threatened or any other person or to cause physical damage to the property of a person.

21. Tobacco/Nicotine Products, Possession of Smoking Devices and "Look Alike" Products - Students may not participate in smoking, use of tobacco products or products containing nicotine, or possess tobacco products, smoking devices on the school premises, district vehicles, or at school-sponsored functions this includes Vaping devices. See [Policy 3418 - Alcohol, Tobacco, and Other Drug Use/Abuse Policy](#) for more information.

In addition to the above general rules, individual schools are authorized to develop and implement building discipline

plans specifying additional expectations and consequences for student behavior. Such plans shall be reasonable in nature and shall have the primary purpose of creating an orderly and appropriate educational environment with the building.

Section IX: STUDENT MISCONDUCT ELIGIBLE FOR SUSPENSIONS, EXPULSIONS

Suspensions (including long-term suspensions) and expulsions may be imposed by the Superintendent, Deputy Superintendent, Assistant Superintendent, Principals, Assistant Principals, Administrative Assistants, and any other district employee to whom such authority has been delegated. Suspensions and expulsions may be imposed for any of the following student behaviors:

- 1) Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
- 2) Any of the following offenses listed in RCW 13.04.155, including:
 - (a) any violent offense as defined in RCW 9.94A.030, including
 - (i) any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - (ii) manslaughter;
 - (iii) indecent liberties committed by forcible compulsion;
 - (iv) kidnapping;
 - (v) arson;
 - (vi) assault in the second degree;
 - (vii) assault of a child in the second degree;
 - (viii) robbery;
 - (ix) drive-by shooting; and
 - (x) vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
 - b) any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to registered as a sex offender in violation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
 - c) inhaling toxic fumes in violation of chapter 9.47A RCW;
 - d) any controlled substance violation of chapter 69.50 RCW;
 - e) any liquor violation of RCW 66.44.270;
 - f) any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
 - g) any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
 - h) any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
 - i) any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
 - j) any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti;
- 3) Two or more violations of the following within a three-year period
 - a) criminal gang intimidation in violation of RCW 9A.46.120;
 - b) gang activity on school grounds in violation of RCW 28A.600.455;
 - c) willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
 - d) defacing or injuring school property in violation of RCW 28A.635.060; and
- 4) Any student behavior that adversely affects the health or safety of other students or educational staff.

Exceptional Misconduct

The list of exceptional misconduct has been reviewed and developed by the ad hoc citizens committee, each incident may not rise to the level of “exceptional misconduct”. Exceptional misconduct includes:

- Arson
- Assault
- Criminal Acts
- Drug Possession, Being under the Influence, Transfer of Alcohol, Controlled Substance, Inhalants, Anabolic Steroids or Look-alike/Imitation Drugs
- Drug Sale/Barter of a Controlled Substance, Alcohol, Controlled Substance, Inhalants, Anabolic Steroids or Look-alike/Imitation Drugs
- Possession of a Firearm
- Sexual Harassment as defined by [Policy 3205 \(students\)](#) and [Policy 5011 \(staff\)](#)
- Theft
- Threat/Verbal Assault
- Tobacco/Nicotine/Smoking devices/“look alike” products possession and use
- Vehicle Infraction
- Verbal/Physical Abuse Directed At Staff Member

Unless otherwise required by law, school administrators are not required to impose a long- term suspension or expulsion for the misconduct listed above, and whenever reasonable, school administrators should first consider alternative sanctions.

For student behaviors, including specific offenses that do not fall within one or more of the categories listed above, schools may only impose discretionary discipline. Schools may not impose long-term suspension or expulsion as a form of discretionary discipline, but may impose other sanctions up to and including short-term suspension in a manner consistent with this procedure.

Section X. Due Process

A. Initial Hearing with Student

Before administering any suspension or expulsion, the Principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective. At the initial hearing, the Principal or designee must provide the student:

1. Notice of the student's violation of the school district's discipline policy;
2. An explanation of the evidence regarding the behavioral violation;
3. An explanation of the discipline that may be administered; and
4. An opportunity for the student to share the student's perspective and provide explanation regarding the behavioral violation.

(a) **Short-term and in-school suspensions.** At an initial hearing in which the Principal or designee is considering administering a short-term or in-school suspension, the Principal or designee must provide the student an opportunity for the student to contact the student's parents.

(b) **Long-term suspensions and expulsions.** At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension or expulsion will begin and end.

The school district must ensure that the initial hearing is held in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

B. Notice to Students and Parents

Before administering any suspension or expulsion, a school must attempt to notify the student's parents, as soon as reasonably possible, regarding the behavioral violation.

No later than one school business day following the initial hearing with the student, a school must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice

must include:

- (a) A description of the student's behavior and how the behavior violated the school district's policy;
- (b) The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
- (c) The other forms of discipline that the school considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion;
- (d) The opportunity to receive educational services during the suspension or expulsion;
- (e) The student's and parents' right to an informal conference with the Principal or designee;
- (f) The student's and parents' right to appeal the suspension or expulsion, including where and to whom the appeal must be requested; and
- (g) For a long-term suspension or expulsion, the opportunity for the student and parents to participate in a re-engagement meeting.

The school must ensure the initial and written notices required under this section are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

C. Optional Conference with Principal

If the student or parents disagree with the school's decision to suspend or expel the student, the student or parents may request an informal conference with the Principal or designee to resolve the disagreement. The request for an informal conference may be made orally or in writing.

The Principal or designee must hold the informal conference within three school business days after receiving the request, unless otherwise agreed to by the student and parents. During the informal conference, the Principal or designee must provide the student and parents the opportunity to:

- 1. Share the student's perspective and explanation regarding the behavioral violation;
- 2. Confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion; and
- 3. Discuss other forms of discipline that may be administered.

The school must ensure the conference is held in a language the student and parents understand, which may require language assistance for students and parents with limited- English proficiency under Title VI of the Civil Rights Act of 1964.

An informal conference must not limit a student's or parents' right to appeal the suspension or expulsion under WAC 392-400-465, participate in a reengagement meeting under WAC 392- 400-710, or petition for readmission.

D. Appeal

A student or the parents may appeal a suspension or expulsion to the Superintendent or their designee orally or in writing within five school business days from the date the school provides written notice to the student or the parents.

(a) Short-term and in-school suspensions.

The Superintendent or their designee must provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The Superintendent or their designee must deliver a written appeal decision to the student and parents in person, by mail, or by email within two school business days after receiving the appeal. The written decision must include:

- (i) The decision to affirm, reverse, or modify the suspension;
- (ii) The duration and conditions of the suspension, including the dates on which the suspension will begin and end;
- (iii) The educational services the district will offer to the student during the suspension; and
- (iv) Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request.

(b) Long-term suspensions and expulsions.

Within one school business day after receiving the appeal request, unless otherwise agreed to by the student and parents, the Superintendent or designee must provide the student and parents written notice in person, by mail, or by email of:

- (i) The time, date, and location of the appeal hearing;
- (ii) The name of the hearing officer presiding over the appeal;
- (iii) The student's and parents' rights to inspect the student's education records;

- (iv) The student's and parents' rights to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- (v) The student's and parents' rights; and
- (vi) Whether the school district will offer to hold a re-engagement meeting before the appeal hearing.

Before the appeal hearing, the student, parents, and school may agree to hold a re-engagement meeting and develop a re-engagement plan. The student, parents, and school may mutually agree to postpone the appeal hearing while participating in the re-engagement process.

The District must hold an appeal hearing within three school business days from the date the Superintendent or designee received the appeal request, unless otherwise agreed to by the student or parents.

A hearing officer will hear and decide appeals under this section. The hearing officer may not be involved in the student's behavioral violation or decision to suspend or expel the student and must be knowledgeable about WAC 392-400 and of the school district's discipline policies and procedures.

Upon request, the student, parents, and district may inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the appeal hearing. The District, student, or parents must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

Upon request, the student and parents may review the student's education records. The District must make the records available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

If a witness for the school district cannot or does not appear at the appeal hearing, the presiding official(s) may excuse the witness's nonappearance if the District establishes that:

1. The District made a reasonable effort to produce the witness; and
2. The witness's failure to appear is excused by fear of reprisal or another compelling reason.

During the appeal hearing, the student and parents have the right to:

1. Be represented by legal counsel;
2. Question witnesses;
3. Share the student's perspective and provide explanation regarding the behavioral violation; and
4. Introduce relevant documentary, physical, or testimonial evidence.

The appeal hearing must be recorded by manual, electronic, or other type of recording device. The District must provide the recording to the student or parents upon request.

The hearing officer must base the decision solely on the evidence presented at the hearing. The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within three school business days after the appeal hearing. The written decision must include:

1. The findings of fact;
2. A determination whether:
 - a. The student's behavior violated the school district's discipline policy;
 - b. The behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and
 - c. The suspension or expulsion is affirmed, reversed, or modified;
3. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end;
4. Notice of the student's and parents' right to request review and reconsideration of the appeal decision, including where and to whom to make the request; and
5. Notice of the opportunity to participate in a re-engagement meeting and the contact information for the person who will coordinate scheduling of the re-engagement meeting.

The District must ensure that the notice, appeal proceedings, and decision are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

If the student or parents request an appeal under this section, the district may temporarily continue to administer

the suspension or expulsion during the appeal period subject to the following requirements:

1. The District may temporarily continue to administer the suspension or expulsion for no more than ten consecutive school days from the initial hearing under WAC 392- 400-450 or until the appeal is decided, whichever is earlier;
2. Any days that the student is temporarily suspended or expelled before the appeal is decided must be applied to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion;
3. If the student who is temporarily suspended or expelled returns to school before the appeal is decided under this section, the District must provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

E. Review and Reconsideration

The student or parents may request that the school board review and reconsider the District's appeal decision. The student or parents may request the review orally or in writing. The student or parents must request review and reconsideration by the school board within ten school business days from the date they received the written appeal decision.

In reviewing the District's decision, the school board must consider all documentary and physical evidence related to the behavioral violation, any records from the appeal, relevant state law, and the District's discipline policy.

1. The school board may request to meet with the student or parents, the principal, witnesses, or school personnel to hear further arguments and gather additional information.
2. The decision of the school board must be made only by board members who were not involved in the behavioral violation, the decision to suspend or expel the student, or the appeal decision.

The school board must provide a written decision to the student and parents in person, by mail, or by email within ten school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the school board or discipline appeal council affirms, reverses, or modifies the suspension or expulsion;
2. The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end; and
3. For long-term suspensions or expulsions, notice of the opportunity to participate in a re-engagement meeting.

The school district must ensure that any review proceedings and decision are in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

F. Petition to Extend Expulsion

When risk to public health or safety warrants extending a student's expulsion, the Principal or designee may petition the school district Superintendent or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent or designee of:

1. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
2. The student's academic, attendance, and discipline history;
3. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
4. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
5. The proposed extended length of the expulsion; and
6. The student's re-engagement plan.

The Principal or designee may petition to extend an expulsion only after the development of a re-engagement plan and before the end of the expulsion. For violations of WAC 392-400-820, the Principal or designee may petition to extend an expulsion at any time.

The District must provide written notice of the petition to the student and parents in person, by mail, or by email within one school business day from the date the superintendent or designee received the petition. The written notice must include:

1. A copy of the petition;
2. The student's and parents' right to an informal conference with the school district Superintendent or designee to be held within five school business days from the date the district provided written notice to the student and parents; and
3. The student's and parents' right to respond to the petition orally or in writing to the school district Superintendent or designee within five school business days from the date the district provided written notice.

The Superintendent or their designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The school district superintendent or designee must deliver a written decision to the principal, the student, and the student's parents in person, by mail, or by email within ten school business days after receiving the petition.

If the petition is granted, the written decision must include:

- (i) The date on which the extended expulsion will end;
- (ii) The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- (iii) Notice of the student's or parents' right to request review and reconsideration of the appeal decision under subsection (5) of this section, including where and to whom to make the request.

If the petition is not granted, the written decision must identify the date on which the expulsion will end.

G. Review and Reconsideration.

The students or parents may request that the school board or discipline appeal council, review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten school business days from the date the Superintendent or designee provided the student or parents with the written decision.

The school board may request to meet with the student or parents or the principal to hear further arguments and gather additional information.

The decision of the school board or discipline appeal council may be made only by board or council members who were not involved in the behavioral violation, the decision to expel the student.

The school board must provide a written decision to the student and parents in person, by mail, or by email within ten school business days after receiving the request for review and reconsideration. The written decision must identify:

1. Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
2. The date on which the extended expulsion will end.

Any extension of an expulsion may not exceed the length of an academic term.

The school district must ensure that any petition proceedings, notices, and decisions are provided in a language the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

The school district must annually report the number of petitions approved and denied to the office of superintendent of public instruction (OSPI).

Section XI: DISCIPLINE GUIDELINES FOR HANDICAPPED STUDENTS

If an identified handicapped student is identified for disciplinary action pursuant to WAC 392- 400 for violation of student conduct rules which would otherwise result in expulsion or suspension, the administrator will act immediately to determine whether or not such student behavior is related to the student's handicapping condition. The determination of such relationship will be made by a multidisciplinary team having knowledge of the student's needs, limitations and abilities and special education placement options.

Section XII: REVIEW OF DISCIPLINARY DATA

The District will annually review data on disciplinary actions taken against students within each school disaggregated by groups and subgroups as defined by law. The review must include short-term suspensions, long-term suspensions and expulsions. In reviewing the data, the District will determine whether it has disciplined a substantially disproportionate number of students within any of the disaggregated categories. If disproportionality is found, the District will take action to ensure that it is not the result of discrimination.

Section XIII: RESIDENT STUDENTS EXPELLED FROM OTHER DISTRICTS

If a resident student has been expelled from another school district, the student can make application for admission at any time. The expulsion from the previous school district follows the student and the Richland School District can opt to honor the expulsion.