2022-2023
STUDENT, PARENT, & STAFF
HANDBOOK

VOLTEAR PARA ESPAÑOL

FOR DISTRICT UPDATES VISIT OUR WEBSITE

YAKIMA SCHOOL DISTRICT
104 N. 4th Avenue • Yakima, WA 98902 • 509.573.7000 • www.ysd7.org
The Yakima School District’s Student, Parent, & Staff Handbook is an annual publication of the district, satisfying WAC 392-400-110(3) requirements for distribution of district discipline operational procedures. The handbook is mailed to students, parents, and staff in August. Additionally, extra copies of the handbook are distributed to each school to be displayed in the office and given to late enrollees. Complete copies of district operational procedures regarding student discipline are available on the district website, www.ysd7.org. State discipline law is available under WAC 392.400. The handbook is prepared by the Yakima School District’s Discipline Committee, the Yakima School District’s PBIS Committee, and Omar Santoy, Director of Student Services.

Nondiscrimination Statement: “Yakima School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Civil Rights Compliance Coordinator (Students): Title IX – Dr. Robert Darling, Deputy Superintendent, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7003, darling.robert@ysd7.org; Civil Rights Compliance Coordinator (Non-Students): Title IX / ADA – Robert Nee, Chief Legal Counsel, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7221, santoy.omar@ysd7.org; Civil Rights Compliance Coordinator (Students): ADA – Omar Santoy, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7221, santoy.omar@ysd7.org. Individuals with disabilities who require assistance or special arrangements to attend a program or activity sponsored by the Yakima School District should contact one of the ADA Coordinators 24 hours in advance of the event to inquire about reasonable accommodation. Deaf, deaf-blind, hard of hearing, and/or speech impaired individuals may access Washington Relay Services by calling 7-1-1- or 1-800-833-6388.”

TABLE OF CONTENTS

(3-4) IMPORTANT INFORMATION
(5) STUDENT ATTENDANCE
(6) DISCRIMINATION/SEXUAL HARASSMENT
(7) HARASSMENT, INTIMIDATION, & BULLYING
(8) RIGHTS & RESPONSIBILITIES
(9) POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS
(10-12) STUDENT DISCIPLINE
(13-14) STUDENT DISCIPLINARY DUE PROCESS
(15-26) DISTRICT DISCIPLINE MATRIX
(27) DISTRICT CONTINUUM OF DISCIPLINE RESPONSES
(28) 2022-2023 SCHOOL CALENDAR
Asbestos is under a continuous surveillance program to ensure that there are no asbestos problems or danger to students and employees. To see the Yakima School District’s Asbestos Management Plan contact the Maintenance & Operations department at (509) 573-7098.

Attendance is the most critical aspect of student success. Excused absences for an illness, religious observance, school activity, or emergency are honored at principal’s discretion. Excused absences should be communicated as soon as reasonably possible. Unexcused absence of seven (7) days in a month or fifteen (15) days in a school year start a truancy petition. [Operational Procedures (OP) 3120 and 3122]

Absences may be pre-arranged in cases where parents have a compelling reason to have students out of school if absence reason does not fit the approved excuses described above. If approved by the principal, it enables the student to continue school work with excused absences. (OP 3122)

Bus riding is a privilege. Students must follow directions, remain quietly seated, be courteous, observe no touching or fighting, littering, or vandalism. Student discipline may be assigned and recorded in student’s school discipline file. Telephone (509) 573-7200 for assistance. (OP 6600)

Child abuse is reported to proper authorities if reasonable cause exists as required by state law. All staff are mandated reporters and must report at the first opportunity but in no case longer than 48 hours. Child interview is provided to Child Protective Services (CPS) and law enforcement. Only law enforcement is able to remove a child from the school. (OP 3441) and (OP 3447)

Child custody is assumed to reside with the residential/custodial parent(s)/guardian(s). It is the parent/guardian’s responsibility to file certified court custody papers with the school. Other family members may not contact the student and interrupt the educational process without written permission of residential/custodial parent(s)/guardian(s). (OP 3610)

Child Find, an IDEA mandate, seeks to find children who need special education and related services. School districts shall conduct child find activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating and identifying students who are in need of special education and related services, regardless of the severity of their disability. The child find activities shall extend to students residing within the school district boundaries whether or not they are enrolled in the public school system.

Child Nutritional Programs are provided under the Community Eligibility Provision (CEP) which allows all children to receive a breakfast and lunch daily at no cost to all enrolled students without collecting household applications. Anything above and beyond the provided meal will need to be paid for at the time of purchase or preloaded on an account.

Communication devices/personal electronic devices (including cell phones) are not permitted during the school hours for students in grades P-12. If a parent or guardian wishes his/her child to have a cell phone, it must remain out of sight and turned OFF. It may be turned on and operated only before and after the regular school day unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device. One exception to the procedure for students in grades 9-12 may be during their assigned lunch period (each school will make this determination). (OP 3208)

Fines and fees are the responsibility of student and parent. (OP 3520)

Gender-Inclusive schools operational procedure (OP 3211) may be found on the district’s website www.ysd7.org or in paper form at each school office. The district Designated Gender-Inclusive Schools Coordinator is: Omar Santoy, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7221, santoy.omar@ysd7.org.

Grade level promotion is governed by procedure. Parents are notified by the school if a student risks non-promotion; an accelerated learning plan (ALP) for promotion activities will be created at specified intervals. (OP 2421)

Health services are provided by school certified registered nurses and classified health services support staff that are trained to work with students who have been exposed to disease, seriously ill, injured or facing emergencies. Student is stabilized; emergency care given; 911 called; and parent contacted in that order. Medical treatment and necessary medical supplies are the financial responsibility of parent(s)/guardian(s). Students with life-threatening conditions must have all medical support and health care plans in place before entry in school. (OP 3410)

High school opportunities for college credit are offered in programs for high school with potential post high school or college credit at the same time. See high school counselor regarding the following opportunities:

- **Running Start** – Allows eleventh (11th) and twelfth (12th) grade students to take college-level courses, tuition-free.

- **Tech Prep** – Career and Technical Education (CTE) courses taught in conjunction with YV-Tech allow high school students to earn college credits for articulated Tech Prep courses in which they earn a B or better.

- **Advanced Placement, International Baccalaureate** – Students attending these courses may obtain college credit if student achievement is validated by an approved national examination. Credits awarded through these tests are generally recognized at all accredited post-secondary institutions. (OP 2415)

Immunizations must be current for student attendance. A student who is non-compliant on the first day of attendance, or when a complete records check has been done, shall be excluded from attending class following parent notification. RCW 28A.210.080

State law requires that schools provide parent(s)/guardian(s) of students in grades 6-12 with information about Human Papillomavirus (HPV) and Meningococcal disease. When exposed to HPV most people never develop health issues. However, those infected may never have symptoms but can develop cervical, anal, vulvar, mouth, or throat cancer. It is mainly spread through sexual contact. Meningococcal virus can cause symptoms including fever, cough, headache and rash. It can cause meningitis (swelling of the covering of the brain and spinal cord). It spreads through close contact with an infected person. Vaccines for both HPV and Meningococcal disease are not required for school attendance. Please speak with a licensed health care professional about getting these vaccines for your student. You can get more information regarding HPV and Meningococcaldisease at the links below or from your school nurse. www.cdc.gov/meningococcal and www.doh.wa.gov/hpv

Parent(s)/guardian(s) may file a Certificate of Exemption form OP 3413.3XE on the basis of religious grounds, for personal/philosophical reasons, or when a physician certifies that the student has a medical condition that contraindicates a particular immunization. Per RCW 28A.210.090, starting July 28, 2019 schools can no longer accept
a personal or philosophical exemption for the MMR vaccine. In an outbreak situation, Yakima Health District has the authority to exclude susceptible students and staff who are not adequately immunized against a particular vaccine preventable disease. (OP 3413)

Life-threatening health conditions and medications are governed by state law; required forms need to be completed and turned in before the first day of school to allow for an individualized care plan to be put into place for the student’s health and safety. Students must have appropriate medication and/or treatment orders in place with all medications, supplies, and equipment provided prior to the student starting classes. Parents must provide these unless the district is required to provide them as a related service under federal law. Failure in these law-required steps will result in exclusion from school until the steps are accomplished. (OP 3418)

McKinney-Vento Act is a federal law that protects the educational rights of homeless students to eliminate barriers to the enrollment, retention, and success of homeless students; and to ensure they receive equal access to the same free, appropriate public education as is provided to other students. For assistance, contact (509) 573-7142. (OP 3115)

Medications, including prescribed and over the counter, may be dispensed at school under supervised conditions. The district assists students in difficult medical situations; however, administration of medication is strictly regulated by state law and procedure. See office manager or health services staff for assistance. Medications at school require completion of form OP 3416.1X. (OP 3416)

Personal property comes to school at the student’s own risk; district discourages valuable jewelry, electronics, and other items from being brought and is not responsible for lost, damaged, or stolen property. (OP 6540)

Pesticides and herbicides are periodically used on school district premises; notice is given in advance to staff, students, and parents; signs are posted during the potency period of the application. To see the Yakima School District’s Annual Notification and Integrated Pest Management program requirements visit www.ysd7.org/CommunityResources and to view annual application records contact the Maintenance and Operations department at (509) 573-7098. (OP 6895)

Protection of Pupil Rights Amendment (PPRA) affords parents certain rights regarding the district’s conduct of surveys, collection and use of information for marketing purposes and certain physical exams. For more information visit https://www2.ed.gov/policy/gen/guid/fpco/ppra/parents.html.

Registration of students happens at school buildings and the district office. The district is closed to non-resident students grades PreK-8. Non-resident students grades 9-12 follow admission process, obtaining annual release from home district prior to acceptance in the Yakima School District. Telephone (509) 573-7024 for assistance. (OP 3131) and (OP 3141)

Section 504 provides accommodations for students by modifications made within school programs. See school counselor or telephone (509) 573-7005 for assistance. (OP 2161)

Special education works with Child Find activities and responds to requests for assessment of a student for its services. Parents of children with disabilities must receive a copy of procedural safeguards one time a year (and upon initial referral or parental request for an evaluation) and upon filing a request for due process hearing. Telephone (509) 573-5062 for assistance. (OP 2160)

Student directory information – Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Yakima School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child’s education records. However, the district may disclose appropriately designated “directory information” without written consent, unless you have advised the district to the contrary in accordance with the district operational procedures. The primary purpose of directory information is to allow the district to include information from your child’s education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s prior written consent. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with the following information — names, addresses and telephone listings — unless parents have advised the LEA that they do not want their student’s information disclosed without their prior written consent.

If you do not want Yakima School District to disclose any or all of the types of information designated below as directory information from your child’s education records without your prior written consent, you must contact the school office or call (509) 573-7007 for a release form (OP 3605.2XE), returning it to the principal by September 30. This form is renewed annually.

Yakima School District has designated the following information as directory information: student’s name, address, telephone listing, photograph, date and place of birth, major field of study, degrees, honors, and awards received, and the most recent educational agency or institution attended. For more detailed information on student directory information, opting out, and FERPA please visit www.ysd7.org/FERPA. (OP 3605)

Student education records - Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student’s education records. This act provides rights to review records, request amendment to records, consent to disclosure of personally identifiable information, and file a complaint with the U.S. Department of Education. Release of health records follows protections of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and (FERPA). The Director of Enrollment and Student Records is the designated student records custodian at (509) 573-7004. (OP 3600)

Student original work and other copyright provisions of law are protected. (OP 2312)

Student privacy and searches of students are protected under their constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. However, searches may be conducted when there is reasonable suspicion to believe that the search will yield evidence of a student’s violation of the law, district policy, or school rules. Student lockers are district property and subject to search with or without reasonable suspicion. (OP 3230)

Visitors to school, such as parents and community persons, must abide by the entry process set by their school office. Visitors must identify themselves and leave the school at the request of school staff. (OP 4317)
WHY ATTEND SCHOOL?
Getting our children to school on time every day is the best thing we can do for their futures. When a child is absent, whether excused or unexcused, it’s hard to catch up. Missing 1 day of school means missing 6.5 hours of learning, no matter why they’re gone. We want to help, so we review your child’s attendance data at the end of each month. We’re sharing the information so you can step in if your child is at risk of chronic absence.

THE ATTENDANCE PROBLEM
Across the country, more than 8 million students are missing so many days of school that they are academically at risk. Chronic absence can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school.

WHAT IS CHRONIC ABSENCE?
Chronic absence means missing 10% or more of school or 18 days of school.

HOW CAN STAFF SUPPORT STUDENT ATTENDANCE AT MY SCHOOL?
- Predictable schedule and class routines - Share out course schedules, syllabi, and class routines on a regular basis.
- Know your data - Track students who miss school for any reason. Early identification of at-risk students and trends in absenteeism will help with home communications and specific interventions. Take advantage of existing tools (e.g. Persistence to Graduation Tool) to assist you with monitoring your students.
- Communicate with home - Write or call parents/guardians as early as possible with student attendance data to raise awareness. Help with action plans to overcome barriers.
- Identify root causes - Assess prevalent reasons for absences. Create positive home and community partnerships to build support systems (health, transportation, school climate, etc.).

WHAT CAN PARENTS/GUARDIANS DO TO SUPPORT ATTENDANCE?
- Keep predictable schedule and routines.
- Set a regular bedtime and morning routine.
- Lay out clothes and pack backpacks the night before.
- If your child seems anxious about going to school, talk to teachers, school counselors, or other parents for advice on how to make your child feel comfortable and excited about learning.
- Regular communication with teachers.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Avoid medical appointments and extended trips when school is in session.

WHAT CAN STUDENTS DO TO MAINTAIN REGULAR ATTENDANCE?
- Post my class schedule and login information at home where it is visible.
- Set alarm/alerts to remind myself to wake up on time.
- Keep track of my own attendance and absences.
- Find a friend, relative, or neighbor who can help with resolving the problems keeping me from attending school.
- Talk with my teacher if I am absent.
- Get to bed on time and get good rest.
Yakima School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

Civil Rights Compliance Coordinator (Students): Title IX – Dr. Robert Darling, Deputy Superintendent, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7003, darling.robert@ysd7.org;

Civil Rights Compliance Coordinator (Students): ADA / Section 504 – Omar Santoy, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7221, santoy.omar@ysd7.org;

Civil Rights Compliance Coordinator (Non-Students): Title IX / ADA – Robert Nee, Chief Legal Counsel, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7039, nondiscrimination@ysd7.org.

You can report discrimination and discriminatory harassment to any school staff member or to the district’s Civil Rights Coordinators who are listed above. You also have the right to file a complaint (see column to the right under “Complaint Options”). For a copy of the district’s nondiscrimination operational procedure, contact your school or district office, or view it online: www.ysd7.org (OP 3210) and (OP 5010).

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

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

A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or

The conduct substantially interferes with a student’s educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment:

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

You can report sexual harassment to any school staff member or to the district’s Title IX Officers who are listed above under “Discrimination”. You also have the right to file a complaint (see column to the right under “Complaint Options”). For a copy of the district’s sexual harassment operational procedure, contact your school or district office, or view it online: www.ysd7.org (OP 3216) and (OP 5013).

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

Before filing a complaint, you can discuss your concerns with your child’s principal or with the school district’s Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed in the left column under “Discrimination”. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1: Write Your Complaint
In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve this problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint
Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—or unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint
In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School Board
If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

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

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

Email: Equity@k12.wa.us | Fax: 360-664-2967
Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit the OSPI website http://www.k12.wa.us/Equity/Complaints.aspx, or contact OSPI’s Equity and Civil Rights Office at 360-725-6162/TTY: 360-864-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options
Office for Civil Rights, U.S. Department of Education
206-687-1600 | TDD: 1-800-877-8339 (OCR.Seattle@ed.gov)
Website: www.ed.gov/ocr

Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | Website: www.hum.wa.gov

www.ysd7.org
Definition of Harassment, Intimidation, and Bullying: 
RCW 28A.600.477
“Harassment, intimidation, or bullying” means any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:
• Physically harms a student or damages the student’s property;
• Has the effect of substantially interfering with a student’s education;
• Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
• Has the effect of substantially disrupting the orderly operation of the school.
There is no requirement that the affected student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

How to prevent being a target:
• Learn how to speak out and stick up for yourself:
  ▪ If it feels safe, look the bully in the eye and say strongly and calmly, “Leave me alone.”
  ▪ Walk (don’t run) away from the bully. Running away may strengthen a feeling of power in the bully.
  ▪ Tell an adult about the experience. If you see another student being bullied, seek help from an adult right away.
  ▪ Stay near adults and other kids. Most bullying occurs when adults are not around.
  ▪ Stay away from places where bullying occurs.

What makes bullying different from other conflicts?
• There is an imbalance of power. People who bully use their power to control or harm, and the people being bullied may have a hard time defending themselves.
• Intent to cause harm. Actions done by accident are not bullying; the person bullying has a goal to cause harm.
• Repetition. Incidents of bullying happen to the same person over and over by the same person or group.

Cyberbullying
Cyberbullying is the repeated use of computers, cell phones, and other electronic devices to willfully harm, harass, humiliate, threaten, or damage the reputation and relationships of the intended target.

What happens after Harassment, Intimidation, or Bullying (HIB) is reported?
Each situation is different. Sometimes a report can be followed by quick intervention and resolution. These situations typically do not meet the definition of HIB.

When an incident or series of incidents meets the definition of HIB, a designated school staff member conducts an investigation and follows a specific timeline described in OP 3215. The investigation includes interviews and notification of parents of both the alleged aggressor and the targeted student. If the outcome of the investigation indicates that HIB has occurred, consequences may be assigned and a plan may be developed which includes follow-up with the targeted student.

Targeted Student’s Right to Appeal (OP 3215)
If the targeted student or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or designee will review the investigative report and issue a written decision on the merits of the appeal within ten (10) school days of receiving the notice of appeal.

If the targeted student or parent/guardian remains dissatisfied after the initial appeal to the superintendent or designee, the student or parent/guardian may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5th) school day following the date upon which the targeted student or parent/guardian received the superintendent’s written decision.

An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the tenth (10th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council’s decision will be the final district decision.

How to report Harassment, Intimidation, or Bullying (HIB):
You can report HIB to any school staff member, School Compliance Officer, or the District Compliance Officer: Omar Santoy, Director of Student Services, (509) 573-7221, hib@ysd7.org. Reports can be filed anonymously. The HIB Incident Reporting Form (OP 3215.1XE) is available online on our website at www. ysd7.org/hibform or in paper form at each school office.

The complete Operational Procedure (OP) 3215 can be viewed on the district website at www.ysd7.org under “Policies & Procedures”. Hard copies can be obtained from your school or the district office.
STUDENT RIGHTS & RESPONSIBILITIES (OP 3241)

Student rights bring with them responsibilities for thoughtful and lawful expression within the goals and mission of a school district. Therefore, student rights carry the obligation for the individual student to learn limitations as expressed in federal and state law and district operational procedures.

The district will observe students' fundamental rights and will administer discipline in a manner that does not: 1) unlawfully discriminate against a student; 2) deprive a student of their constitutional right to freedom of speech and press, peaceful assembly, freedom of religion; 3) deprive a student of their constitutional right to be secure against unreasonable searches and seizures; 4) unlawfully interfere in a student’s pursuit of an education; and 5) deprive a student of their right to an equal educational opportunity. WAC 392-400-805

The district’s OP 3241 “Student Discipline” is designed to provide students with a safe, healthy, and educationally sound environment. It is the student’s responsibility to be aware of and comply with OP 3241, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning. Students are referred to readily available operational procedures for the full statement of information in any of the areas to be summarized in this handbook. The Yakima School District maintains a website with all operational procedures listed at www.ysd7.org. State discipline law is available under WAC 392.400.

TEACHER RIGHTS & RESPONSIBILITIES (OP 3201)

Teachers have the following rights regarding student conduct to:

1. Receive the assistance of building principal.
2. Expect students to comply with all district and building rules.
3. Participate in developing building rules.
4. Exclude a student from an individual classroom and instructional or activity area pursuant to RCW 28A.600.020(2).
5. Be informed of disciplinary action regarding teacher discipline referrals.
6. Be afforded the opportunity to attend discipline conferences at the principal level.
7. Be promptly advised of any grievance or complaint regarding the teacher’s discipline of students.

Teachers have the following responsibilities to:

1. Observe the rights of students.
2. Enforce district and building rules.
4. Work cooperatively toward consistent enforcement of proper student behavior through each school and classroom.
5. Comply with district and building rules.
6. Maintain good order and discipline.
7. Keep and maintain accurate attendance.
8. Give careful attention to the maintenance of a healthy atmosphere in the classroom.
9. Give careful attention to student safety.
10. Set an example of personal conduct. Avoid demeaning or personally offensive statements.
11. Meet or talk with parent(s)/guardian(s) within five (5) school days of their request.
12. Periodically evaluate and provide reports of each student’s educational growth and development to parent(s)/guardian(s) and to school administrators.

Teachers have the following authority to:

1. Use reasonable action to protect themselves, students or other staff or individuals from student misconduct.
2. Exclude a student from their classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher’s immediate supervision, subject to the requirements in WAC 392-400-330 and WAC 392-400-335.
3. Detain a student with prior parent notice before or after school for up to forty (40) minutes.

Parents need to be aware that district staff are available to problem-solve issues and concerns. Staff expect mutual respect and appropriate expression by all parties involved. Any concern over building staff is first to be expressed to the principal; following that, concerns can be made to central office administrative staff. Verbal abuse, threats, and intimidation are illegal acts and will not be tolerated against any staff persons. (OP 4312)
All Students: Empowered, Connected, Supported, Resilient, Engaged

The Yakima School District is changing the way we interact with students in a huge way. We want students to hear positive acknowledgement far more often than they hear correction. Students will respond to the behaviors we recognize. When we consistently acknowledge hard work and effort, both academically and socially, then students will strive for those qualities. Positive Behavioral Interventions & Supports or PBIS is a framework that helps us shift to recognizing and supporting positive behaviors. As a district we want to create an environment where everyone, from students to adults, can become the best version of themselves and find success.

WHAT IS PBIS?
Positive Behavioral Interventions & Supports (PBIS) is a school-wide framework in our district and school buildings that helps to ensure schools are safe places to learn, work and grow together. PBIS helps schools become welcoming places for each student’s learning, social emotional development and life-long success.

PBIS encourages appropriate behavior, the same way students learn to read; through instruction, practice, feedback and encouragement. It’s about prevention, not punishment.

PBIS practices you will see in buildings include:
- a clear set of defined positive expectations and behaviors;
- teaching of expected behaviors;
- recognition of meeting expected behaviors;
- monitoring and correction of challenging behaviors; and
- being data driven in the decision making process.

In schools that have implemented PBIS practices, all students and staff know what positive behavior looks like at all times and in all places. Behavior expectations are the same for each student. PBIS schools balance individual rights with civic responsibilities by setting expectations for behaviors which will help students be successful in school, in our communities and in society as future responsible citizens.

Research shows that using PBIS practices improves the way all students behave, and it cuts down the number of detentions and suspensions. Students earn better grades and studies show PBIS may reduce bullying.

PBIS as a student - We know the positive expectations of our school. The expectations are demonstrated to us by our teachers, administrators, and peers. As we live up to those expectations, teachers recognize and reward our contributions. Consequences are established to help us reflect and correct. Supports are available to reteach and apply expectations, and to reinforce good decision making skills.

PBIS as a parent - We inherit a culture of positive interventions from school that we can use at home with a common language and expectations. Our children find more joy in going to school and working to be successful, knowing that their hard work and good behavior is appreciated. We have a role in supporting our children with greater needs by working with school staff to implement programs of support for our kids. If our child is having difficulty we know that school staff are working to find solutions to ensure our child’s success.

PBIS as a teacher - We focus on relationship building and setting a positive culture in our school. We commend students at least 5 times as often as we correct them. We remain mindful to maintain focus on the good things about our students, rather than the minority of difficulties. Hence, work becomes a positive experience rather than a source of conflict. We embrace the fact that behaviors are learned in the same way academics are learned; by instruction and practice. Students come to us as they are, and we need to meet them there.

PBIS as a district - We place a high value on Social Emotional Learning (SEL). Studies show a significant increase in student academic achievement and personal growth in schools that implement PBIS. We place an emphasis on SEL strategies that have real, lasting impacts on students. As a school community we implement proven strategies within the PBIS framework. By using a district-wide approach we ensure our students are supported every step of the way.

TIERS OF SUPPORT
DISCIPLINE means any action taken by a school district in response to behavioral violations. WAC 392-400-025

OTHER FORMS OF DISCIPLINE means actions used in response to 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 developed under RCW 28A.165.035.

► Before administering a classroom exclusion, 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 danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. WAC 392-400-330(2)

► Before administering a short-term suspension or in-school suspension, the district must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations. WAC 392-400-435(1)

► Before administering a long-term suspension or expulsion, the district must consider other forms of discipline to support the student in meeting behavioral expectations. WAC 392-400-440(1) and WAC 392-400-445(1)

Other Forms of Discipline Actions List:
• Alternative Transportation
• Behavior Agreement- (Including Gang Tendencies)
• Behavior Monitoring
• Behavioral Health
• Conference/Warning
• Detention After or Before School
• Detention During School- (Noon /Recess)
• Family Engagement
• Mentoring
• Peer Mediation
• Re-assigned Saturday School
• Restorative Justice
• Social Skills Instruction
• Study Work Program or Saturday School

CLASSROOM EXCLUSION means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements in WAC 392-400-330 and WAC 392-400-335. Classroom exclusion does 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 behavioral expectations; and
  b. The student remains under the supervision of the teacher or other school personnel during such brief duration.

Conditions and limitations. WAC 392-400-330

► Limitations on classroom exclusion.
  a. Duration of classroom exclusion. 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 or instructional or activity area. When a student is excluded from the student’s classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency expulsion.
  b. Removal from school. A student may not be removed from school during a classroom exclusion unless the school district provides notice and due process for a suspension, expulsion, or emergency expulsion.

SUSPENSION means 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.

► IN-SCHOOL SUSPENSION means 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 (10) consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.

Additional conditions and limitations. WAC 392-400-435

► Length of exclusion. A school district may not administer an in-school suspension beyond the school year in which the behavioral violation occurred.

► Grade-level limitations. Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

► SHORT-TERM SUSPENSION means a suspension in which a student is excluded from school for up to ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.

Additional conditions and limitations. WAC 392-400-435

► Length of exclusion. A school district may not administer a short-term suspension beyond the school year in which the behavioral violation occurred.

► Grade-level limitations. Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.
**LONG-TERM SUSPENSION** means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in WAC 392-400-430 through WAC 392-400-475.

Additional conditions and limitations. WAC 392-400-440

- **Limitations on long-term suspensions.** A school district may only administer a long-term suspension:
  1. For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and
  2. After the school district has determined that, if the student returned to school before completing a long-term suspension:
     i. The student would pose an imminent danger to students or school personnel; or
     ii. The student would pose an imminent threat of material and substantial disruption of the educational process.

- **Length of exclusion.**
  1. A long-term suspension may not exceed ninety (90) consecutive school days, the length of an academic term.
  2. A school district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

- **Grade-level limitations.** Other than for the firearm exception under WAC 392-400-820, a school district may not administer a long-term suspension for any student in kindergarten through fourth grade.

**EXPULSION** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in WAC 392-400-430 through WAC 392-400-480.

Additional conditions and limitations. WAC 392-400-445

- **Limitations on expulsions.** A school district may only administer an expulsion:
  1. For behavioral violations under RCW 28A.600.015 (6)(a) through (d); and
  2. After the school district has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.

- **Length of exclusion.** An expulsion may not exceed ninety (90) consecutive school days, the length of an academic term, unless the principal or designee petitions the school district superintendent for extension of an expulsion under WAC 392-400-480, and the petition is granted.

- **Grade-level limitations.** Other than for the firearm exception under WAC 392-400-820, a school district may not administer an expulsion for any student in kindergarten through fourth grade.

**PETITION TO EXTEND AN EXPULSION.** When risk to public health or safety warrants extending a student’s expulsion, the principal or designee may petition the superintendent for authorization to exceed the academic term limitation on an expulsion. WAC 392-400-480

**EMERGENCY EXPULSION** means the removal of a student from school because 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, subject to the requirements in WAC 392-400-510 through WAC 392-400-530.

**Conditions and limitations.** WAC 392-400-510

A school district may immediately remove a student from the student’s current school placement, subject to the following requirements:

- **Sufficient cause.** The school district must have sufficient cause to believe that the student’s presence poses:
  1. An immediate and continuing danger to other students or school personnel; or
  2. An immediate and continuing threat of material and substantial disruption of the educational process.

- **Determination of immediate and continuing threat of disruption.** For purposes of this section, an immediate and continuing threat of material and substantial disruption of the educational process means:
  1. The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
  2. School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

- **Time limit.** An emergency expulsion may not exceed ten (10) consecutive school days. An emergency expulsion must end or be converted to another form of discipline within ten school days from the start of the emergency expulsion.

**ABSENCES AND TARDINESS.** A school district may not suspend or expel a student from school for absences or tardiness. WAC 392-400-430

**LANGUAGE ASSISTANCE.** The school district must ensure that notices and communications related to discipline procedures are in a language the student and parent understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. WAC 392-400-110

**SCHOOL MEALS.** A school district may not administer any discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student. WAC 392-400-830
EDUCATIONAL SERVICES. WAC 392-400-610

a. A school district may not suspend the provision of educational services to a student in response to behavioral violations.

b. During the suspension, expulsion, or emergency expulsion of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to:
   1. Continue to participate in the general education curriculum;
   2. Meet the educational standards established within the district; and
   3. Complete subject, grade-level, and graduation requirements.

c. When providing a student the opportunity to receive educational services under this section, the school district must consider:
   1. Meaningful input from the student, parents, and the student's teachers;
   2. 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
   3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

d. A school district may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.

REENGAGEMENT MEETING. WAC 392-400-710

When a school district administers a long-term suspension or expulsion, the district must convene a reengagement meeting with the student and parents to discuss a plan to reengage the student. Before convening a reengagement meeting, a school district must communicate with the student and parents to schedule the meeting time and location. The reengagement meeting must occur:

a. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student returns to school; or

b. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

REENGAGEMENT PLAN. WAC 392-400-710

The school district must collaborate with the student and parents to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the school district must consider:

a. The nature and circumstances of the incident that led to the student's suspension or expulsion;

b. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;

c. Shortening the length of time that the student is suspended or expelled;

d. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and

e. Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

FIREARM EXCEPTIONS

WAC 392-400-820; RCW 28A.600.420

a. A school district must expel a student for no less than one (1) year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The school district superintendent may modify the expulsion on a case-by-case basis.

b. A school district may suspend or expel a student for up to one (1) year if the student acts with malice, as defined under RCW 9A.04.110, and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.

c. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations.
The following charts are included as a reference aid and are not intended to add to or modify district operational procedure or state regulations. Yakima School District students, parents, and staff can review the entire state regulation, WAC 392-400 at [http://apps.leg.wa.gov/wac/](http://apps.leg.wa.gov/wac/). District operational procedure ([OP 3241](#)) incorporates these provisions and sets forth the student discipline process.

If your student has been disciplined, your rights include proper notification and due process. The grievance process is intended to provide a review of disciplinary action taken to assure that the action is justified based upon the student’s behavior violation and appropriate opportunity for the student and parents to question the discipline imposed.

Discipline of a student with a qualifying disability condition on an IEP or 504 accommodation plan may vary from the following charts. Reference should be made to special rules covering students with disabilities.

### CLASSROOM EXCLUSION AND/OR OTHER FORMS OF DISCIPLINE
Including Exclusion from Transportation or Extra-Curricular Activity and Detention

**WAC 392-400-330**

Notice to parents. **WAC 392-400-335**
- The teacher, principal, or designee must notify the student’s parents regarding the classroom exclusion as soon as reasonably possible.

The student must have an opportunity to share their perspective and explanation regarding the behavioral violation.

| LEVEL: | 1. Optional Informal Conference  
**WAC 392-400-110(1)(h)** |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTACT:</td>
<td>Your School Office</td>
</tr>
<tr>
<td>PRESIDING OFFICIAL:</td>
<td>Principal</td>
</tr>
<tr>
<td>REQUEST:</td>
<td>The student or parent(s) may request an informal conference orally or in writing.</td>
</tr>
<tr>
<td>TIME LIMIT:</td>
<td>The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.</td>
</tr>
</tbody>
</table>

### IN-SCHOOL SUSPENSION OR SHORT-TERM SUSPENSION

**WAC 392-400-430, WAC 392-400-435**

Initial hearing with student. **WAC 392-400-450**
- **Initial hearing.** Before administering any suspension, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student’s perspective.
- **Parent participation.** 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.
- **Administrative decision.** 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 will begin and end.

Notice to student and parents. **WAC 392-400-455**
- No later than one (1) school business day following the initial hearing with the student, the principal or designee must provide written notice of the suspension to the student and parents in person, by mail, or by email.

| LEVEL: | 1. Optional Informal Conference  
**WAC 392-400-460** | 2. Appeal  
**WAC 392-400-465** | 3. Review and Reconsideration of Appeal  
**WAC 392-400-470** |
|---|---|---|---|
| CONTACT: | Your School Office | Discipline Office  
(509) 573-7106 | Discipline Office  
(509) 573-7106 |
| PRESIDING OFFICIAL: | Principal | Superintendent’s Designee | Discipline Appeal Council |
| REQUEST: | The student or parent(s) may request an informal conference orally or in writing. | The student or parent(s) may request an appeal orally or in writing within five (5) school business days from the date the principal or designee provided the written notice. | The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the superintendent’s designee provided the written appeal decision. |
| TIME LIMIT: | The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. | **Right to appeal:** An informal conference must not limit a student’s or parents’ right to appeal under Level 2. | **Decision:** The superintendent’s designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal. | **Decision:** The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. |
LONG-TERM SUSPENSION OR EXPULSION
WAC 392-400-430, WAC 392-400-440, WAC 392-400-445

Initial hearing with student. WAC 392-400-450
• Initial hearing. 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.
• Parent participation. 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.
• Administrative decision. 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.

Notice to student and parents, WAC 392-400-455
• No later than one (1) school business day following the initial hearing with the student, the principal or designee must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email.

### LEVEL: 1. Optional Informal Conference
WAC 392-400-460

**CONTACT:** Your School Office

**PRESIDING OFFICIAL:** Principal

**REQUEST:** The student or parent(s) may request an informal conference orally or in writing.

**TIME LIMIT:** The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.

### LEVEL: 2. Appeal Hearing
WAC 392-400-465

**CONTACT:** Discipline Office
(509) 573-7106

**PRESIDING OFFICIAL:** Hearing Officer

**REQUEST:** The student or parent(s) may request an appeal hearing orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.

**TIME LIMIT:** The district must hold an appeal hearing within three (3) school business days from the date the principal or designee provided the written notice.

### LEVEL: 3. Review and Reconsideration of Appeal
WAC 392-400-470

**CONTACT:** Discipline Office
(509) 573-7106

**PRESIDING OFFICIAL:** Discipline Appeal Council

**REQUEST:** The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the hearing officer provided the written appeal decision.

**TIME LIMIT:** Decision: The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

Petition for Readmission to School: The readmission process is different from and does not replace the appeal process. A student, who has been suspended or expelled, may petition for readmission to the district at any time. (OP 3202) Contact the Discipline Office (509) 573-7106 to request a “Petition for Readmission to School Application Form”. (OP 3202.1XE) WAC 392-400-110(k)

EMERGENCY EXPULSION
WAC 392-400-510

Notice to student and parents. WAC 392-400-515
• Within twenty-four (24) hours after an emergency expulsion, the principal or designee must provide written notice of the emergency expulsion to the student and parents in person, by mail, or by email.

### LEVEL: 1. Optional Informal Conference
WAC 392-400-520

**CONTACT:** Your School Office

**PRESIDING OFFICIAL:** Principal

**REQUEST:** The student or parent(s) may request an informal conference orally or in writing.

**TIME LIMIT:** The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents.

### LEVEL: 2. Appeal Hearing
WAC 392-400-525

**CONTACT:** Discipline Office
(509) 573-7106

**PRESIDING OFFICIAL:** Hearing Officer

**REQUEST:** The student or parent(s) may request an appeal hearing orally or in writing within three (3) school business days from the date the district received the appeal request, unless otherwise agreed to by the student or parents.

**TIME LIMIT:** The district must hold an appeal hearing within three (3) school business days after the appeal hearing.

### LEVEL: 3. Review and Reconsideration of Appeal
WAC 392-400-530

**CONTACT:** Discipline Office
(509) 573-7106

**PRESIDING OFFICIAL:** Discipline Appeal Council

**REQUEST:** The student or parent(s) may request a review and reconsideration orally or in writing within five (5) school business days from the date the hearing officer provided the written appeal decision.

**TIME LIMIT:** Decision: The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration.
The Yakima School District strives to keep students in school, learning in a safe and appropriate environment. Unless otherwise required by law, the district is not required to impose student discipline for any behavioral violation. However, there are circumstances when the district may determine that discipline is appropriate.

The Operational Procedure (OP) 3241.20XE “District Discipline Matrix” represents a summary of OP 3241 “Student Discipline”; includes behavior violations for which a student may be disciplined; and represents the range of potential responses based on conditions, limitations, and interventions. A “behavioral violation” means a student’s behavior that violates the district’s discipline operational procedures. The district has developed definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and only administer long-term suspension or expulsion for specific severe behavioral violations listed under RCW 28A.600.015 (6) (a) through (d). In addition, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students or school personnel; or for long-term suspension the student would pose an imminent threat of material and substantial disruption to the educational process. WAC 392-400-440(2) and WAC 392-400-445(2)

### DISTRICT DISCIPLINE MATRIX KEY

| Applies to Grades K-12 | Long-term Suspension or Expulsion may be imposed. *(Other Forms of Discipline must be considered unless a firearm is involved as provided in RCW 28A.600.420)* | Long-term Suspension or Expulsion may be imposed if two or more violations have occurred within a three-year period. *(Other Forms of Discipline must be considered unless a firearm is involved as provided in RCW 28A.600.420)* |

#### (CODE) BEHAVIORAL VIOLATION

<table>
<thead>
<tr>
<th>ACT</th>
<th>Activities/Disobeying Laws and Rules at Events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Disobeying Laws and Rules at Events.</td>
<td>Specific rules and expectations for student behavior are annually produced and are contained in associated student body (ASB) constitutions, Student Parent, and Staff Handbook, school building rules, and/or in the student Athlete Handbook. A student violating the rules set forth in these publications is deemed to be student misconduct.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APF</th>
<th>Assault/Physical Attack With a Firearm or Explosive Device.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault/Physical Attack With a Firearm or Explosive Device.</td>
<td>A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony with a firearm or explosive device on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APO</th>
<th>Assault/Physical Attack Without a Weapon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault/Physical Attack Without a Weapon.</td>
<td>A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36).</td>
</tr>
</tbody>
</table>

### RANGE OF POTENTIAL RESPONSES

<table>
<thead>
<tr>
<th>ACT</th>
<th>Activities/Disobeying Laws and Rules at Events.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities/Disobeying Laws and Rules at Events.</td>
<td>Specific rules and expectations for student behavior are annually produced and are contained in associated student body (ASB) constitutions, Student Parent, and Staff Handbook, school building rules, and/or in the student Athlete Handbook. A student violating the rules set forth in these publications is deemed to be student misconduct.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APF</th>
<th>Assault/Physical Attack With a Firearm or Explosive Device.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault/Physical Attack With a Firearm or Explosive Device.</td>
<td>A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony with a firearm or explosive device on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APO</th>
<th>Assault/Physical Attack Without a Weapon.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assault/Physical Attack Without a Weapon.</td>
<td>A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36).</td>
</tr>
</tbody>
</table>
## (CODE) BEHAVIORAL VIOLATION

### (APW) Assault/Physical Attack With a Weapon.

A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony with a weapon on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>Consider School-Based Threat Assessment Referral</td>
</tr>
</tbody>
</table>

### (ARS) Arson.

A student shall not cause a fire or explosion in order to injure another person or to damage or destroy property on or in the vicinity of school premises or at a school-sponsored event (RCW 9A.48.020 or RCW 9A.48.030).

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
</tbody>
</table>

### (BCV) Building/Classroom Rules Violation.

A student shall not violate building or classroom rules as adopted by each school building, program or classroom teacher. These rules support district operational procedures and may be unique to a particular building.

<table>
<thead>
<tr>
<th>Levels</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>A–C</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>Consider School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>D</td>
<td>No</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Consider Title IX Referral</td>
</tr>
</tbody>
</table>

### BULLYING (Codes BLC through BLZ).

A student shall not engage in intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i). For behavior that does not meet the criteria in (1), (2) and (3), see other behavior codes: Discriminatory Harassment (Codes HAC through HAQ); Threat to Other (Code BMB, Code IPS or Code TPO); or Intimidation/Non-Sexual Harassment (Code IOS).

| (BLC) Bullying by Color. | Color refers to the color of an individual’s skin. |
| (BLD) Bullying by Disability/Use of a Trained Dog Guide or Service Animal. | Disability refers to the presence of a sensory, mental or physical impairment that is medically cognizable or diagnosable, or exists as a record or history, or is perceived to exist. |
| (BLE) Bullying by National Origin. | National Origin refers to the country in which a person was born, ancestry, or a person’s primary language. |
| (BLG) Bullying by Gender Expression or Identity/Sexual Orientation. | Gender expression or identity means having or being perceived to have a gender identity, self-image, appearance, behavior, or expression, whether or not that gender identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the sex assigned to that person at birth. Sexual orientation refers to heterosexuality, homosexuality, bisexuality, and gender expression or identity. |
| (BLO) Bullying by Race. | Race refers to a family, tribe, or group of people coming from the same common ancestors. |
| (BLP) Bullying by Religion/Creed. | Religion/creed refers to all aspects of religious belief, observance, and practice. |
| (BLQ) Bullying by Sex/Gender. | Sex refers to an individual’s gender. |
| (BLZ) Bullying. | This code is to be used if the bullying incident doesn’t involve one of the protected classes above. |

| (BMB) Bomb Threat. | A student shall not threaten to bomb, or communicate or repeat any information concerning such a threat of bombing or injury, knowing such information to be false (RCW 9.61.160). A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people. |

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
</tbody>
</table>

See page #15, for the “District Discipline Matrix Key”
## District Discipline Matrix Cont.

<table>
<thead>
<tr>
<th>CODE</th>
<th>Behavioral Violation</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUR</td>
<td>Burglary.★</td>
<td>Best Practices</td>
</tr>
<tr>
<td></td>
<td>A student shall not enter onto school premises or into any school district rooms or buildings without authorization and with the intent to steal property, damage property, or commit any other crime against person or property while in the building (RCW 9A.52.010 - RCW 9A.52.060).</td>
<td>Level F</td>
</tr>
<tr>
<td>BUS</td>
<td>Bus Conduct Issues.</td>
<td>Levels A–C and Level D</td>
</tr>
<tr>
<td></td>
<td>A student may be assigned discipline on school district buses, which will be enforced at the student’s school according to published bus rules (OP 6600). Principals, with the assistance of the Director of Transportation or designee, shall enter these disciplinary actions into the student’s discipline record.</td>
<td></td>
</tr>
<tr>
<td>CEM</td>
<td>Computer and Electronics Misuse.</td>
<td>Levels A–C and Level D</td>
</tr>
<tr>
<td></td>
<td>A student shall not be allowed to use any account other than his/her own, and no student use of the internet or other on-line services will be allowed unless it is under the direct supervision of a certificated staff member. Internet use will fulfill specific educational purposes; no unsupervised internet “surfing” without filter by students shall be allowed. A student is prohibited from specific misuse of all electronics that violate OP 2311, OP exhibit 2311.5XE, and OP 4311.</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>Communications Devices/Personal Electronic Devices (including cell phones).</td>
<td>Levels A–C and Level D</td>
</tr>
<tr>
<td></td>
<td>A student in possession of personal electronic devices including but not limited to: smart devices (e.g. smart phones, smartwatches, tablets, MP3 players, gaming systems), communication devices, cameras, video cameras, digital media players etc., while on school property or while attending a school-sponsored or school-related activities shall observe OP 3208 regarding their use (RCW 28A.320.135). This includes devices which emit audible signals, vibrate, display a message, or otherwise summon or deliver a communication to the student during the instructional day at any Yakima School. The district does not permit the use of personal electronic devices (including cell phones) during the school hours for students in grades P-12. If a parent or guardian wishes his/her child to have a cell phone, it must remain out of sight and turned OFF. It may be turned on and operated only before and after the regular school day unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device.</td>
<td></td>
</tr>
<tr>
<td>DBE</td>
<td>Dangerous Behavior.</td>
<td>Level D</td>
</tr>
<tr>
<td></td>
<td>A student is prohibited from any act that could cause injury to themselves or others. This includes bringing toy weapons to school, such as colorful squirt guns or rubber knives and swords. Parents and students will be counseled as to the danger and inappropriateness to the student. The discipline narrative will describe the offense for a future potential pattern of behavior. Look-alike toy weapons are dealt with under behavior violation codes (ZSW) and (ZWO).</td>
<td></td>
</tr>
<tr>
<td>DEF</td>
<td>Defacing or Destruction of Property/Vandalism.★★</td>
<td>Level F</td>
</tr>
<tr>
<td></td>
<td>A student shall not deface or otherwise damage the property of the school district, another student, an employee, volunteer, visitor, or contractor of the district while on or in the vicinity of school premises or at a school-sponsored event (RCW 28A.635.060) and OP 3520, City of Yakima ordinance 2003-48. Besides discipline, district costs are sought; see OP exhibit 3520X.</td>
<td></td>
</tr>
<tr>
<td>DEQ</td>
<td>Disclosure of Exam Questions and/or Cheating.</td>
<td>Levels A–C and Level D</td>
</tr>
<tr>
<td></td>
<td>A student shall not obtain or disclose examination questions prior to their scheduled use, disrupt, talk or signal during an exam session or cheat or attempt to cheat on tests or on assignments (RCW 28A.635.040).</td>
<td></td>
</tr>
<tr>
<td>DRS</td>
<td>Dress and Appearance.</td>
<td>Levels A–C and Level D</td>
</tr>
<tr>
<td></td>
<td>A student’s dress and appearance must not create a material and substantial disruption of the educational process. Prohibited conduct includes the use of obscene, sexual, alcohol, tobacco and other controlled substance drug-related messages and gang-related apparel. Dress code and grooming operational procedures may not discriminate on the basis of a protected class under RCW 28A.640 or RCW 28A.642, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Students will adhere to a school’s special standard of dress as identified with prior notice and approved by the superintendent; see OP 3224.</td>
<td></td>
</tr>
</tbody>
</table>

★, ★★, and ★★★ See page #15, for the “District Discipline Matrix Key”
<table>
<thead>
<tr>
<th>CODE</th>
<th>BEHAVIORAL VIOLATION</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DSB) Disrespectful Behavior.</td>
<td>A student will not treat school staff, students, or volunteers with rudeness or lack of consideration or esteem.</td>
<td>Levels A–C and Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(DSR) Disruptive Conduct.</td>
<td>A student is prohibited from conduct which disrupts or interferes with the educational process.</td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(FAT) Fire Apparatus Tampering or False Alarm.</td>
<td>A student shall not set off false fire alarms; discharge without cause, tamper with, or steal a fire extinguisher; or damage a fire alarm system on or in the vicinity of school premises or at school-sponsored events (RCW 9.40.100 – 9.40.105).</td>
<td>Level E</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(FID) Fireworks/Igniting Devices.</td>
<td>A student shall not possess fireworks or igniting devices (e.g. lighters, matches, poppers, caps, sparklers, etc.) on school property or at school-sponsored events.</td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(FOR) Forgery and Fraudulent Information.</td>
<td>A student shall not fraudulently use in writing the name of another person or falsify times, dates, grades, addresses or other data on school forms or other written items necessary for the conduct of school transactions (RCW 9A.60.020).</td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(FPF) Fighting With a Firearm or Explosive Device.</td>
<td>A student shall not mutually participate in an incident involving physical violence with a firearm or explosive device on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. A student should avoid a fight by retreating from a threatened conflict and/or reporting the other student’s threats to a school staff member or administrator.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
<td></td>
</tr>
<tr>
<td>(FPO) Fighting Without a Weapon.</td>
<td>A student shall not mutually participate in an incident involving physical violence on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. A student should avoid a fight by retreating from a threatened conflict and/or reporting the other student’s threats to a school staff member or administrator.</td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td>Consider School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(FPW) Fighting With a Weapon.</td>
<td>A student shall not mutually participate in an incident involving physical violence with a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. A student should avoid a fight by retreating from a threatened conflict and/or reporting the other student’s threats to a school staff member or administrator. (RCW 9.41.280)</td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>5-12 Only</td>
<td>Consider School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(FTD) Failure to Disperse/Presence at Dangerous Activity/Inciting a Fight.</td>
<td>A student is to immediately leave the scene of an impending dangerous situation, such as a fight, and will be considered a contributor to the escalation of the dangerous situation by their initial presence at the scene and their continued presence to observe a potentially dangerous, unlawful, or district-offense act(s). This includes electronic recording and/or distribution of the situation/scene. A student is prohibited from directly or indirectly initiating, encouraging, urging on, or instigating any level of a verbal or physical altercation on or in the vicinity of school premises or at a school-sponsored event (RCW 9A.84.020).</td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

✓, ★ and ★★ See page #15, for the “District Discipline Matrix Key”
**DISTRICT DISCIPLINE MATRIX CONT.** (OP 3241.20XE)

<table>
<thead>
<tr>
<th>(CODE) BEHAVIORAL VIOLATION</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(FWO) Fighting Without Major Injury.</strong></td>
<td><strong>Best Practices</strong></td>
</tr>
<tr>
<td><strong>If this behavioral violation code is used, it must be attached to another behavioral violation code.</strong></td>
<td></td>
</tr>
<tr>
<td>Mutual participation by two or more students in an incident involving physical violence, where there is no major injury that meets the definition of &quot;substantial bodily harm&quot; or &quot;great bodily harm&quot; under (RCW 9A.04.110(4)). A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches. Do not include verbal confrontations, tussles, or other minor confrontations.</td>
<td>Level E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>(GNA) Gang Related.</strong></th>
<th><strong>If this behavioral violation code is used, it must be attached to another behavioral violation code.</strong></th>
<th><strong>Range of Potential Responses Based on Conditions, Limitations, and Interventions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A student is prohibited from any gang related activity with the purpose of violating the law, district operational procedures or school rules, or having a criminal intent or nature (RCW 9A.46.120 or RCW 28A.600.455).</strong></td>
<td><strong>Level E</strong></td>
<td><strong>✓</strong></td>
</tr>
<tr>
<td>Indicators of gang related activities may include: declaration of membership and membership recruitment; colors or distinctive clothing of any type; a claim of turf or a particular territory in community or school; graffiti with special meaning to the gang; hand signs with unique meaning; a group name; group organization and structure; nicknames or secret names; identifiable leadership; tattoos, haircuts, shaved eyebrows, or other body markings or piercings with distinctive meanings; and conspiring and acting in concert, mainly for purposes of violating or circumventing operational procedures or school rules. In order to be a school-approved group, the group must be authorized by the school, primarily for the benefit of the school, and must have non-selective membership; see OP 3511.</td>
<td><strong>Level F</strong></td>
<td><strong>✓</strong></td>
</tr>
<tr>
<td>Criminal intimidation is threatening bodily injury to a person not affiliated with a gang, one who refuses to join, or one who has attempted to withdraw from a gang (RCW 28A.600). The district will not tolerate any gang-type behaviors in the vicinity within one thousand (1,000) feet of school premises or at a school-sponsored event. Parent(s)/guardian(s) and students will be regularly updated on behaviors which the school considers to be gang-related; see OP 3224 and OP 3204.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**HARASSMENT – DISCRIMINATORY** (Codes HAC through HAQ).

- A student is prohibited from conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal (RCW 28A.642.010). For behavior that does not meet both criteria (1) and (2), see other behavior codes: Bullying (Codes BLC through BLZ); Threat to Other (Code BMB, Code IPS or Code TPO); or Intimidation/Non-Sexual Harassment (Code IOS).

- **(HAC) Harassment – Discriminatory by Color.**
  - Color refers to the color of an individual’s skin.

- **(HAD) Harassment – Discriminatory by Disability/Use of a Trained Dog Guide or Service Animal.**
  - Disability refers to the presence of a sensory, mental or physical impairment that is medically cognizable or diagnosable, or exists as a record or history, or is perceived to exist.

- **(HAE) Harassment – Discriminatory by National Origin.**
  - National Origin refers to the country in which a person was born, ancestry, or a person’s primary language.

- **(HAG) Harassment – Discriminatory by Gender Expression or Identity/Sexual Orientation.**
  - Gender expression or identity refers to having or being perceived to have a gender identity, self-image, appearance, behavior, or expression, whether or not that gender identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the sex assigned to that person at birth. Sexual orientation refers to heterosexuality, homosexuality, bisexuality, and gender expression or identity.

- **(HAO) Harassment – Discriminatory by Race.**
  - Race refers to a family, tribe, or group of people coming from the same common ancestors.

- **(HAP) Harassment – Discriminatory by Religion/Creed.**
  - Religion/creed refers to all aspects of religious belief, observance, and practice.

- **(HAQ) Harassment – Discriminatory by Sex/Gender.**
  - Sex refers to an individual’s gender.

✓, ★ and ★★ See page #15, for the “District Discipline Matrix Key”
## DISTRICT DISCIPLINE MATRIX CONT.  (OP 3241.20XE)

<table>
<thead>
<tr>
<th>(CODE) BEHAVIORAL VIOLATION</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>(HOM) Homicide. ✭</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only ✭</td>
<td>✭</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>A student shall not cause the death of any of the school’s students, faculty, or staff on or in the vicinity of school premises or at a school-sponsored event (RCW 9A.32).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(INS) Insubordination/Failure to Cooperate.</td>
<td></td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td>Consider School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>A student shall not repeatedly fail to comply with or follow reasonable, lawful directions or requests by teachers or staff. Includes behaviors that may be subject to local student conduct codes, such as: Disobedience, Defiance, Non-Compliance, Insubordination, Malicious Mischief, and Possession of Prohibited Items (Contraband).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(IOS) Intimidating Other Student(s)/Non-Sexual Harassment.</td>
<td></td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td>Consider School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>A student shall not intimidate another student or students. Intimidation refers to implied or overt threats of physical violence. This consist of behavior that includes non-violent/non-sexual offensive contact with another person, publicly insulting another person with abusive words or gestures, subjecting another person to alarm by conveying a false report that the student knows to be false, or use of electronic or telephonic means to convey false or embarrassing information about another person. (Note: If the behavior meets the definition of Bullying or Discriminatory Harassment, then codes BLC through BLZ or codes HAC through HAQ should be used.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(IPS) Intimidating, Abusing, Insulting or Physically Threatening a Public Servant. ✭</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only ✭</td>
<td>✭</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>A student shall not intimidate a school district employee (administrators, teachers, and classified employees) by foul or abusive language, by willfully disobeying, or by threats which are communicated directly or indirectly and which disrupt the normal operations of the school (RCW 28A.635.100, WAC 392-400-810(1) and RCW 28A.600.460(2)). This includes an act which may cause bodily injury in the future; or cause physical damage to property; or subject the person to physical confinement or restraint; or accuse him/her of a crime; or expose a secret or publicize an asserted fact, whether true or false tending to subject any person to hatred, contempt, ridicule; or reveals private information; or withhold or give wrongful testimony; or take wrongful action; or bring about collective action to obtain property; or any other act which intends to harm substantially the person threatened or another with respect to his health, safety, business, financial condition, or personal relationships (RCW 9A.04.110 and RCW 9A.76.180). A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people. (Note: If the behavior meets the definition of Bullying or Discriminatory Harassment, then codes BLC through BLZ or codes HAC through HAQ should be used.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(KID) Kidnapping. ✭</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only ✭</td>
<td>✭</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>A student shall not seize, restrain or detain a person’s movements or carry away by unlawful force or fraud another person, or deprive a person of their liberty (RCW 9A.40 and RCW 9.94A.030).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(MMI) Multiple Minor Accumulated Incidents.</td>
<td></td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Discipline for culmination of multiple minor infractions that both occurred throughout the school year and individually would not typically rise to the severity of meriting a short-term suspension.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(NIS) Need to Identify Self.</td>
<td></td>
<td>Levels A-C and Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A student and all persons on or in the vicinity of school premises or at a school-sponsored event, on buses and at bus stops must, upon request, identify themselves to school personnel. On a daily basis, a student will appropriately wear and display identification on their person or in their backpack when this is the established rule of the building site, program, or transportation department.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(OSB) Overt Affection/Lewd or Sexual Behavior.</td>
<td></td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>A student is prohibited from inappropriate touching and public displays of overt intimate affection or lewd or sexual behavior on or in the vicinity of school premises or at school-sponsored events.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

✓, ✭ and ✭✭ See page #15, for the “District Discipline Matrix Key”
<table>
<thead>
<tr>
<th>(CODE) BEHAVIORAL VIOLATION</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PLA) Plagiarism/Academic Dishonesty.</td>
<td></td>
<td>Levels A–C and Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(POR) Pornography.</td>
<td></td>
<td>Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(PRF) Profanity.</td>
<td></td>
<td>Levels A–C and Level D</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>(RAA) Rape: Attempted.</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>5-12 Only</td>
<td>Consider Title IX Referral Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(RAP) Rape.</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>5-12 Only</td>
<td>Consider Title IX Referral Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(RBF) Robbery With a Firearm or Explosive Device.</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Mandatory</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(RBO) Robbery Without a Weapon.</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>5-12 Only</td>
<td>Consider School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(RBW) Robbery With a Weapon.</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>5-12 Only</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(SBI) Serious Bodily Injury.</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>5-12 Only</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
<tr>
<td>(SEB) Sexual Battery (Other Than Rape).</td>
<td></td>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>5-12 Only</td>
<td>Consider Title IX Referral Mandatory School-Based Threat Assessment Referral</td>
</tr>
</tbody>
</table>

✓, ★ and ★★ See page #15, for the “District Discipline Matrix Key”
<table>
<thead>
<tr>
<th>(CODE) BEHAVIORAL VIOLATION</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(SEC) Sexually Inappropriate Conduct.</strong></td>
<td><em>(A student shall not engage in obscene acts or expressions, whether verbal or non-verbal. Includes behavior that may be subject to local student conduct codes, such as indecent exposure.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level D</strong></td>
</tr>
<tr>
<td><strong>(SEH) Sexual Harassment.</strong></td>
<td><em>(A student shall not indulge in sexually-based behavior, which is unwelcome, repeated, or causes harm, that creates an intimidating, hostile, or offensive work or learning environment (RCW 28A.640.020(2)(f) and WAC 392-190-056); see OP 3216 and OP 5913.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level E</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>(SHO) Shooting.**</td>
<td><em>(A student shall not engage in any incident at a school that involves a shooting (regardless of whether anyone was hurt).)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level G</strong></td>
</tr>
<tr>
<td>(TFT) Theft or Possession of Stolen Property.</td>
<td><em>(A student shall not take or knowingly be in possession of stolen district property or property of others without permission (RCW 9A.56.020).)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level E</strong></td>
</tr>
<tr>
<td>(TOB) Tobacco Products and Delivery Devices.</td>
<td><em>(District premises are tobacco-free properties; a student shall not use, sell, distribute, or possess any tobacco products and delivery devices (RCW 28A.210.310). Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, “vapor pens,” hookahs, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances, and any other smoking equipment, device, materials or innovation.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level D and Level E</strong></td>
</tr>
<tr>
<td>(TPF) Threats of Assault/Physical Attack With a Firearm or Explosive Device.**</td>
<td><em>(A student shall not express the intention to inflict harm, injury or damage to another person with a firearm or explosive device. Student physically had a firearm or explosive device on school premises. Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1) and RCW 28A.600.420(1).)</em></td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>(TPO) Threats of Assault/Physical Attack Without a Weapon**</td>
<td><em>(A student shall not express the intention to inflict harm, injury or damage to another person. A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people. (Note: If the behavior meets the definition of Bullying or Discriminatory Harassment, then codes BLC through BLZ or codes HAC through HAQ should be used.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level F</strong></td>
</tr>
<tr>
<td>(TPW) Threats of Assault/Physical Attack With a Weapon.**</td>
<td><em>(A student shall not express the intention to inflict harm, injury or damage to another person with a weapon. Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level G</strong></td>
</tr>
<tr>
<td>(TRS) Trespass.</td>
<td><em>(A student shall not enter onto school premises or into any school district building without authorization and shall leave school district premises when ordered to do so by district or school staff or by a law enforcement officer. A student shall leave public property adjacent to or in the vicinity of school premises when ordered to do so by a law enforcement officer (RCW 9A.52.070 - RCW 9A.52.090 and RCW 9A.84.020).)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Level D</strong></td>
</tr>
</tbody>
</table>

✓, ** and *** See page #15, for the “District Discipline Matrix Key”
# DISTRICT DISCIPLINE MATRIX

## (CODE) BEHAVIORAL VIOLATION

### (VIM) Violent Incidents With Major Injury.

If this behavioral violation code is used, it must be attached to another behavioral violation code. A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches. Any incident defined by school district policy as a violent offense that includes a major injury such as: severe fighting that results in a major injury, assault, homicide, kidnapping, sexual assault, or robbery. This category is the final, recoded, designation when school administration learns that previously coded student discipline behavior has resulted in one or more students, school personnel, or other persons on school grounds requiring professional medical attention. Within a week or two, or upon learning that a major injury resulted from one of the following coded behaviors that resulted in a major injury, the disciplining administrator will recode the discipline to this category.

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>✓</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
</tbody>
</table>

### (VIO) Violent Incidents Without Major Injury.

If this behavioral violation code is used, it must be attached to another behavioral violation code. Any incident defined by school district policy as a violent offense that is without major injury, such as: assault, kidnapping, sexual assault, or robbery. This category is the final, recoded, designation when school administration learns that previously coded student discipline behavior has not resulted in one or more students, school personnel, or other persons on school grounds requiring professional medical attention.

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level F</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>✓</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
</tbody>
</table>

## SUBSTANCE ABUSE – DISTRIBUTION OR SALE (Codes ZDA and ZDP).

A student shall not distribute or sell contraband substances.

### (ZDA) Distribution or Sale of Alcohol.

District premises are alcohol-free properties; a student shall not distribute or sell alcohol on district properties.

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level E</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td>Prevention/ Intervention Referral</td>
</tr>
</tbody>
</table>

### (ZDP) Distribution or Sale of Drug Paraphernalia.

District premises are drug paraphernalia-free properties; a student shall not distribute or sell drug paraphernalia items such as baggies, pipes, papers, hookahs, electronic smoking/vapor devices and “vapor pens.”

## SUBSTANCE ABUSE – DISTRIBUTION OR SALE (Codes ZDM and ZDS).

A student shall not distribute or sell contraband substances.

### (ZDM) Distribution or Sale of Marijuana.

District premises are marijuana-free properties; a student shall not distribute or sell marijuana on district properties (RCW 69.50).

### (ZDS) Distribution or Sale of Illegal Drugs or Other Substances.

District premises are properties free of illegal drugs and other controlled substances except when student medical needs are documented and dispensed by the school or with permission of the school; see OP 3416. A student shall not distribute or sell illegal drugs or other substances which may be used to create an altered state. This includes distribution or sale of any prescription or over-the-counter medication, such as aspirin, cough syrups, caffeine pills, or nasal sprays; this prohibition also includes look-alike drugs which are in possession for potential distribution as the real thing.

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level F</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>✓</td>
<td>Prevention/ Intervention Referral</td>
</tr>
<tr>
<td>Level G</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>5-12 Only</td>
<td>✓</td>
<td>Prevention/ Intervention Referral</td>
</tr>
</tbody>
</table>

## SUBSTANCE ABUSE – POSSESSION OR USE (Codes ZPA and ZPP).

A student shall not possess or use contraband substances.

### (ZPA) Possession or Use of Alcohol.

District premises are alcohol-free properties; a student shall not possess or use alcohol on district properties.

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level E</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>No</td>
<td>No</td>
<td>Prevention/ Intervention Referral</td>
</tr>
</tbody>
</table>

### (ZPP) Possession or Use of Drug Paraphernalia.

District premises are drug paraphernalia-free properties; a student shall not possess or use drug paraphernalia items such as baggies, pipes, papers, hookahs, electronic smoking/vapor devices and “vapor pens.”

---

✓, ★ and ★★ See page #15, for the “District Discipline Matrix Key”
### DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

<table>
<thead>
<tr>
<th>(CODE) BEHAVIORAL VIOLATION</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SUBSTANCE ABUSE – POSSESSION OR USE (Codes ZPM and ZPS).</strong></td>
<td>A student shall not possess or use contraband substances.</td>
</tr>
<tr>
<td>▶ <strong>(ZPM) Possession or Use of Marijuana.</strong></td>
<td>District premises are marijuana-free properties; a student shall not possess or use marijuana on district properties. Suspicion of being under the influence of marijuana may be included if it results in disciplinary action (RCW 69.50).</td>
</tr>
<tr>
<td>▶ <strong>(ZPS) Possession or Use of Illegal Drugs or Other Substances.</strong></td>
<td>District premises are properties free of illegal drugs and other controlled substances except when student medical needs are documented and dispensed by the school or with permission of the school; see OP 3416. A student shall not possess or use illegal drugs or other substances which may be used to create an altered state. This includes possession or use of any prescription or over-the-counter medication, such as aspirin, cough syrups, caffeine pills, or nasal sprays; this prohibition also includes look-alike drugs.</td>
</tr>
<tr>
<td>(ZSF) <strong>Weapons: Distribution or Sale of Firearm or Explosive Device.</strong></td>
<td>A student shall not distribute or sell any firearm or weapon parts or ammunition which are of an explosive nature in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. Dangerous weapons may include antique, commercially manufactured, or handmade items (RCW 9.41.280). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</td>
</tr>
<tr>
<td>(ZSW) <strong>Weapons: Distribution or Sale of Weapons.</strong></td>
<td>A student shall not distribute or sell any dagger, sword, knife (fixed, spring, or centrifugal thrust, pocket knife, box cutter) or other cutting or stabbing instrument, capable of producing bodily harm, in a manner, under circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for safety of other persons (RCW 9.41.250 and RCW 9.41.270). A student shall not distribute or sell any object created to be a weapon or with the intent of being used or perceived as a weapon, such as weapon facsimiles or look-alike guns or rifles; see behavioral violation code (DBE) for obvious toy weapons, such as day-glo squirt guns. Other weapons examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); and BB or pellet guns (RCW 9.41). For purposes of student safety and to prevent disruption of the instructional environment, any object may be regarded as potentially harmful and may be classified as a weapon, depending on the circumstances of its use or the intent, threat, or intimidation associated with its presence. Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Best Practices</th>
<th>Classroom Exclusion</th>
<th>In-School Suspension</th>
<th>Short-Term Suspension</th>
<th>Long-Term Suspension</th>
<th>Expulsion</th>
<th>School Referrals and Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level F</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>5-12 Only</td>
<td>☑</td>
<td>Prevention/Intervention Referral</td>
</tr>
<tr>
<td>Level G</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>5-12 Only</td>
<td>☑</td>
<td>Mandatory School-Based Threat Assessment Referral</td>
</tr>
</tbody>
</table>

✔, ★ and ★★ See page #15, for the “District Discipline Matrix Key”
<table>
<thead>
<tr>
<th>(CODE) BEHAVIORAL VIOLATION</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(ZWF)</em> Weapons: Possession of Other Firearm or Explosive Device.☆</td>
<td>Best Practices</td>
</tr>
<tr>
<td>A student shall not possess other firearms (as defined below) in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1). Other firearm is not a handgun, rifle, or shotgun and is defined by the Gun Free Schools Act as: Any weapon (including starter guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; The frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device, which includes: a) any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device.) b) any weapon (other than a shotgun or shotgun shell) which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. c) any combination or parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. d) This shall not include any device which is neither designed or redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.</td>
<td>N/A</td>
</tr>
<tr>
<td><em>(ZWH)</em> Weapons: Possession of Handguns.☆</td>
<td>Best Practices</td>
</tr>
<tr>
<td>A student shall not possess any handgun firearms which may be pistols or automatics and which, because of size, may be easily concealed in clothing or handbags and may customarily be fired by use of a single hand (RCW 9.41 and RCW 28A.600.420). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</td>
<td>N/A</td>
</tr>
<tr>
<td><em>(ZWK)</em> Weapons: Possession of Knives, Daggers.☆</td>
<td>Best Practices</td>
</tr>
<tr>
<td>A student shall not possess any dagger, sword, knife (fixed, spring, or centrifugal thrust, pocket knife, box cutter) or other cutting or stabbing instrument, capable of producing bodily harm, in a manner, under circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for safety of other persons (RCW 9.41.250 and RCW 9.41.270). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.</td>
<td>Level F</td>
</tr>
<tr>
<td><em>(ZWM)</em> Weapons: Possession of Multiple Firearms.☆</td>
<td>Best Practices</td>
</tr>
<tr>
<td>A student shall not possess multiple firearms, which is having one or more handguns or shotguns or rifles or a combination of these kinds of firearms (RCW 9.41). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1)</td>
<td>N/A</td>
</tr>
</tbody>
</table>

✓, ☆ and ☆☆ See page #15, for the “District Discipline Matrix Key”
A student shall not possess other weapons (as defined below) in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event.

Other weapon is defined as: Anything used as a weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm. Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants (RCW 9.41.280). See behavioral violation code (DBE) for obvious toy weapons, such as day-glo squirt guns.

(ZWR) Weapons: Possession of Rifles, Shotguns. ★
A student shall not possess any shotgun or rifle type firearms whether long or short barreled, and whether single shot or rapid repeat fire as in the case of automatic or machine-gun type of delivery (RCW 9.41 and RCW 28A.600.420). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).

 apologized, expunged, and referred to counseling and or tutoring services.

- Conditions, Limitations, and Interventions.

<table>
<thead>
<tr>
<th>(CODE) BEHAVIORAL VIOLATION</th>
<th>Range of Potential Responses Based on Conditions, Limitations, and Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(ZWO) Weapons: Possession of Other Weapons.★</td>
<td><img src="image-url" alt="Image" /></td>
</tr>
<tr>
<td>(ZWR) Weapons: Possession of Rifles, Shotguns.★</td>
<td><img src="image-url" alt="Image" /></td>
</tr>
</tbody>
</table>

See page #15, for the “District Discipline Matrix Key”

1 Operational Procedure (OP) 3241.20XE “District Discipline Matrix” represents a summary of OP 3241 “Student Discipline”; includes behavior violations for which a student may be disciplined; and represents the range of potential responses based on conditions, limitations, and interventions.

2 “Behavioral Violation” means a student’s behavior that violates OP 3241 “Student Discipline”. The district has developed definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. The information and definitions for behavioral violations in OP 3241.20XE “District Discipline Matrix” that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW 28A.600.015(6) as well as grade-level conditions and limitations under WAC 392-400-440(4) and WAC 392-400-445(4) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in the matrix that indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW 28A.600.015(6) as well as conditions and limitations under WAC 392-400 and also include recommendations for when a district’s discipline operational procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension.

3 “Best Practices” refers to best practices and strategies the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with WAC 392-400-110(1)(e). Refer to OP 3241.21XE “District Continuum of Discipline Responses” for an illustration of how best practices and strategies may be embedded in discipline operational procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with the matrix.

4 The information under the “School Referrals and Protocols” column represents a list of school referrals and protocols that may be required under corresponding district operational procedures and is not to be interpreted as comprehensive.

5 “School-Based Threat Assessment Referral” refers to operational procedures outlined in OP 3225 “School-Based Threat Assessment”.

6 “HIB referral” refers to operational procedures outlined in OP 3215 “Harassment, Intimidation and Bullying (HIB) of Students Prohibited” in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.

7 “Title IX Referral” refers to operational procedures outlined in OP 3216 “Sexual Harassment of Students Prohibited” and OP 5013 “Sexual Harassment of District Staff Prohibited” in accordance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under RCW 28A.640 and WAC 392-190.

8 “Civil Rights Referral” refers to operational procedures outlined in OP 3210 “Discrimination of Students Prohibited” and OP 5010 “Nondiscrimination and Affirmative Action” in accordance with state nondiscrimination laws under RCW 28A.640 and RCW 28A.642, and WAC 392-190.

9 “Classroom Reassignment” refers to RCW 28A.600.460(2) provides that a student who commits an offense under that statutory provision “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.”

10 “Prevention/Intervention Referral” refers to substance use prevention and intervention personnel or services available to the district, which may also include the “Substance Abuse Resources for Parents & Students” packets, or other behavioral health supports at the district or community level.

11 Contact the Safety & Security department with information about the concern or issue.
Administrative Level Continuum of Responses (Levels E-G Behavioral Violations)

- Attempt lower level continuum of responses as appropriate.
- Reference the “School Referrals and Protocols” column in OP 3241.20XE “District Discipline Matrix”.
- Investigate evidence of behavioral violation.
- Confer with teacher or other school personnel.
- Notify and attempt to involve the parent in the resolution.
- Invite student to share their perspective and explanation regarding the behavioral violation.
  - Consider other forms of discipline (i.e. restorative justice, behavior agreement, etc.).
  - Consider suspension or expulsion as appropriate.
- Document all school referrals and protocols, other forms of discipline considered, and actions.

Classroom and Administrative Level Continuum of Responses (Level D Behavioral Violations)

- Teacher or school personnel implements Level C continuum of responses as appropriate.
- Teacher or school personnel notifies administrator of behavioral violation.
- Reference the “School Referrals and Protocols” column in OP 3241.20XE “District Discipline Matrix”.
- Administrator or school support staff provide classroom support.
- Administrator investigates evidence of behavioral violation.
- Administrator confers with teacher or other school personnel.
- Administrator notifies and attempts to involve the parent in the resolution.
- Administrator invites the student to share their perspective and explanation regarding the behavioral violation.
  - Attempt other forms of discipline (i.e. restorative justice, etc.).
  - Consider classroom exclusion or suspension as appropriate.
- Document all school referrals and protocols, other forms of discipline attempted, and actions.

Classroom Level Continuum of Responses (Levels A-C Behavioral Violations)

LEVEL B
Behavioral violation involving unsuccessful Level A responses or repeated behavioral violations within the same school day. Teacher or school personnel:
- Reteaches behavioral expectations.
- Notifies the parent.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.

LEVEL A
Behavioral violation initially occurs. Teacher or school personnel:
- Reteaches behavioral expectations.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.
### 2022-2023 INSTRUCTIONAL CALENDAR

<table>
<thead>
<tr>
<th>AUGUST 2022 (6)</th>
<th>SEPTEMBER 2022 (21)</th>
<th>OCTOBER 2022 (20)</th>
<th>NOVEMBER 2022 (16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>7 8 9 10 11 12</td>
<td>4 5 6 7 8 9 10</td>
<td>2 3 4 5 6 7 8</td>
<td>6 7 8 9 10 11 12</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
<td>11 12 13 14 15 16 17</td>
<td>9 10 11 12 13 14 15</td>
<td>13 14 15 16 17 18 19</td>
</tr>
<tr>
<td>21 22 23 24 25 26 27</td>
<td>18 19 20 21 22 23 24</td>
<td>16 17 18 19 20 21 22</td>
<td>20 21 22 23 24 25 26</td>
</tr>
<tr>
<td>28 29 30</td>
<td>25 26 27 28 29</td>
<td>23 24 25 26 27 28 29</td>
<td>27 28 29 30</td>
</tr>
</tbody>
</table>

- **DECEMBER 2022 (12)**
- **JANUARY 2023 (20)**
- **FEBRUARY 2023 (15)**
- **MARCH 2023 (23)**

<table>
<thead>
<tr>
<th>APRIL 2023 (15)</th>
<th>MAY 2023 (22)</th>
<th>JUNE 2023 (10)</th>
<th>JULY 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
</tr>
<tr>
<td>1 2 3 4 5 6</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>7 8 9 10 11 12</td>
<td>4 5 6 7 8 9</td>
<td>4 5 6 7 8 9 10</td>
<td>2 3 4 5 6</td>
</tr>
<tr>
<td>14 15 16 17 18 19 20</td>
<td>11 12 13 14 15 16 17</td>
<td>9 10 11 12 13 14 15</td>
<td>9 10 11 12 13 14 15</td>
</tr>
<tr>
<td>16 17 18 19 20 21 22</td>
<td>21 22 23 24 25 26 27</td>
<td>18 19 20 21 22 23 24</td>
<td>16 17 18 19 20 21 22</td>
</tr>
</tbody>
</table>

- **AUGUST**
  - 18 & 19: Prof. Development Days for Certified Employees - No School
  - 22 & 23: District Directed Days for Certified Employees - No School
  - 24: First Day of Classes - Early Release; 11:15 a.m. for MS/HS Students and 12 Noon for Elementary Students; full day for Classified and Certified Employees

- **SEPTEMBER**
  - 5: Labor Day - No School

- **OCTOBER**
  - 7: Prof. Development Day for Certified Employees - No School
  - 27: End of Quarter

- **NOVEMBER**
  - 10/31-4: Parent Conferences for Elementary Schools 12 Noon Release for Students
  - 2-4: Parent Conferences for Middle Schools 11:15 a.m. Release for Students
  - 24: High School Student Led Conferences 11:15 a.m. Release for Students
  - 11: Observation of Veteran’s Day - No School
  - 21-23: No School
  - 24: Thanksgiving Holiday - No School
  - 25: Native American Heritage Day - No School

- **DECEMBER**
  - 19-30: Winter Break - No School
  - 19-23: Intersession

- **JANUARY**
  - 2: New Year’s Observed – No School
  - 16: Martin Luther King Jr Birthday - No School
  - 24: End of Quarter/Semester

- **FEBRUARY**
  - 20: President’s Day - No School
  - 21-24: Mid-Winter Break/Intersession

- **MARCH**
  - 27-31: Parent Conferences for Elementary Schools 12 Noon Release for Students
  - 29 & 30: Parent Conferences for Secondary Schools 11:15 a.m. Release for Students
  - 31: End of Quarter

- **APRIL**
  - 3-7: Spring Break/Intersession

- **MAY**
  - 29: Memorial Day - No School

- **JUNE**
  - 9: Treaty Day - No School
  - 15: Last Day of Classes - Early Release; 11:15 a.m. for MS/HS Students and 12 Noon for Elementary Students; Full day for Classified and Certified Employees
  - 19: Juneteenth – Holiday

*Intersession offered to students
Lunch will be served on all early release days.

**Elementary/Middle School Quarters**
- 1st Quarter Ends: Oct. 27
- 2nd Quarter Ends: Jan. 24
- 3rd Quarter Ends: March 31
- 4th Quarter Ends: June 15

**High School Semesters**
- 1st Sem. Ends: Jan. 24
- 2nd Sem. Ends: June 15

Adopted 2/15/2022