



Yakima
SCHOOL DISTRICT

2021-2022 STUDENT, PARENT, & STAFF HANDBOOK

VOLTEAR PARA ESPAÑOL



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YAKIMA SCHOOL DISTRICT

104 N. 4th Avenue • Yakima, WA 98902 • 509.573.7000 • www.ysd7.org

SUMMARY OF DISTRICT POLICIES • AUGUST, 2021

ABOUT THIS HANDBOOK

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 on Labor Day weekend. 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](#).

BOARD OF DIRECTORS

President: Martha Rice • **Vice President:** Graciela Villanueva

Board Members: Raymond Navarro, Jr., Norm Walker, and Don Davis, Jr.

Letter from the Superintendent

Dear YSD Students, Parents, and Staff:

It is my honor and privilege to serve as the Superintendent for Yakima Public Schools. Our district is home to over 15,000 students and is comprised of four preschools, 14 elementary schools (grades K-5), five middle schools (grades 6-8), three high schools (grades 9-12), one elementary online school (grades K-5), one secondary online school (grades 6-12), and several adaptable satellite programs. The Yakima School District also proudly runs the regional skills center, YV-Tech, that serves students in several districts.

Late last school year and over the course of the summer, I reflected on what it will take for us to continue the progress we have made recently. I have listened carefully to the feedback from educators, parents, and guardians from across all of our schools. In order for us to continue to build on the gains we have made as a school district, we are committing ourselves to strengthen community, collaboration, and communication.

With our strategic plan as our compass, strengthening community, deepening collaboration, and increasing engagement through communication profoundly shapes how our schools operate. By focusing on community, collaboration, and communication, we will strengthen academic achievement for all learners, build strong social emotional supports in our schools, empower staff to make wise student-based decisions, and develop long-term financial plans that support our schools.

Serving as your Superintendent of Schools, I value being accessible to all stakeholders and I maintain open-door communication. I encourage and welcome any questions, comments, or concerns you have about our schools and can be reached directly at (509) 573-7001 or greene.trevor@ysd7.org.

Sincerely,



Dr. Trevor Greene
Superintendent
Yakima School District



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 (Students): ADA / Section 504 – Omar Santoy, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7221, santoyomar@ysd7.org; Civil Rights Compliance Coordinator (Non-Students): Title IX / ADA – Robert Noe, Chief Legal Counsel, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7039, nondiscrimination@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."**

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Our Promise

We will ensure a safe, equitable, inclusive, and quality learning environment so that every student thrives and succeeds.

Our Vision

Focusing on every student, every day: strengthening community through education.

Our Core Values

Diversity, equity & inclusion • High expectations for all • Focus on the whole child • Family engagement & community partnerships

A large compass graphic with 'OUR COMPASS' at the top and 'GOALS. GROWTH. GRADUATION.' at the bottom. The center of the compass is a yellow circle with a black silhouette of a person. The years '2020' and '2026' are on either side of the compass.

GOAL 1
COMPASS COMMITMENT

Developing a Strong Foundation in the Early Years

2026 COMMUNITY COMMITMENT
At least 19 out of every 20 children (95%) meet the state criteria for Kindergarten readiness.

2019 BASELINE: 4 out of every 20 students (20%) meet the criteria for readiness

GOAL 2
COMPASS COMMITMENT

Empowered, Connected, Supported & Engaged

2026 COMMUNITY COMMITMENT
At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.

2019 BASELINE: 10 out of every 20 students (50%) agree/strongly agree to the survey questions: "I feel safe at school" and "I feel connected to other students and adults at school."

2019 BASELINE: 16 out of every 20 students feel safe (80%), no baseline data for "connected"

GOAL 3
COMPASS COMMITMENT

Equitable Opportunity to Achieve Core Mastery & Critical Thinking

2026 COMMUNITY COMMITMENTS
At least 15 out of every 20 students (75%) in grades 4, 7, and 10 meet state standards in English Language Arts and Mathematics.

At least 15 out of every 20 students (75%) in grades 5, 8, and 11 meet state standards in Science.

2019 BASELINE: 7 out of every 20 students (35%) meet state standards in all subjects.

GOAL 4
COMPASS COMMITMENT

Bilingual, Biliterate by Graduation

2026 COMMUNITY COMMITMENTS
At least 75% of PK-5 Schools will have access to a two-way dual language program.

2019 BASELINE: 0 out of every 20 students (0%)

2026 COMMUNITY COMMITMENTS
At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.

2019 BASELINE: 0 out of every 20 students (0%)

2026 COMMUNITY COMMITMENT
At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy.

2019 BASELINE: 3 out of every 20 (15%)

GOAL 5
COMPASS COMMITMENT

Persistence through Graduation and Beyond

2026 COMMUNITY COMMITMENTS
At least 19 out of every 20 high school students (95%) graduate on time, and 100% graduate within 6 years.

2019 BASELINE: 16 out of every 20 students (80%) graduate on time, and 80% of the remaining students graduate within 6 years.

Yakima SCHOOL DISTRICT

Strengthening Community Through Education

IMPORTANT INFORMATION FOR STUDENTS, PARENTS, & STAFF

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 removal 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 placement 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 is 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 Meningococcal disease 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

IMPORTANT INFORMATION FOR STUDENTS, PARENTS, & STAFF CONT.

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 present at school 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 Student and Family Center. 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, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, 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. [\(OP 4317\)](#)

Character Education...

Our Shared Responsibility

Character education teaches the habits of thought and deed that help people live and work together as families, friends, neighbors, communities, and nations.

Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy, and informed communities that serve as the foundation of our society.

The following character words were developed by our Strategic Planning Committee to align with our Profile of a Graduate (identified below with ):

<p>TENACIOUS</p> <p>Persistent in maintaining, adhering to, or seeking something valued or desired.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">AUGUST</p>	<p>HONEST</p> <p>Worthy of praise, reputable, respectable.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">SEPTEMBER</p>	<p>DETERMINED</p> <p>Having reached a decision: firmly resolved.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">OCTOBER</p>	<p>FORTITUDE</p> <p>Strength of mind that enables a person to encounter danger or bear pain or adversity with courage.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">NOVEMBER</p>
 TRAIT: PERSONAL RESPONSIBILITY & ACCOUNTABILITY		 TRAIT: RESILIENT LEARNER	
<p>CURIOUS</p> <p>Marked by a desire to investigate and learn.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">DECEMBER</p>	<p>INQUISITIVE</p> <p>Given to examination or investigation, inclined to ask questions.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">JANUARY</p>	<p>PATIENCE</p> <p>The capacity, habit, or fact of being patient.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">FEBRUARY</p>	<p>GRACE</p> <p>The quality or state of being considerate or thoughtful, disposition to or an act or instance of kindness, courtesy, or clemency.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">MARCH</p>
 TRAIT: CRITICAL THINKER & PROBLEM SOLVER		 TRAIT: EFFECTIVE COMMUNICATOR	
<p>ADAPTABLE</p> <p>Capable of being or becoming adapted, able to adjust to new conditions.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">APRIL</p>	<p>REVERENCE</p> <p>Honor or respect felt or shown.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">MAY</p>	<p>FOCUSED</p> <p>A state or condition permitting clear perception or understanding, pay particular attention to.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">JUNE</p>	<p>ENTERPRISING</p> <p>Marked by an independent energetic spirit and by a readiness to act, having or showing initiative and resourcefulness.</p> <p style="text-align: center; border: 1px solid white; padding: 5px;">JULY</p>
 TRAIT: COMMUNITY & GLOBALLY CONNECTED		 TRAIT: CAREER & COLLEGE READY	

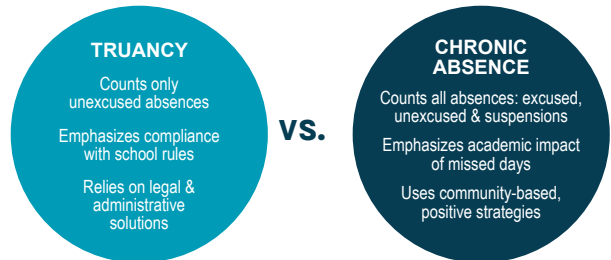


ATTEND TODAY, ACHIEVE TOMORROW

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*.

TRUANCY VS. 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.

DISCRIMINATION

(OP 3210) and (OP 5010)

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 Noe, 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).

SEXUAL HARASSMENT

(OP 3216) and (OP 5013)

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).

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

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

Before filing a complaint, you can discuss your concerns with your child's principal or with the 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 the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School 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 decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

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

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 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: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education
206-607-1600 | 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

HARASSMENT, INTIMIDATION, & BULLYING (OP 3215)

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; or
- Has the effect of substantially interfering with a student's education; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

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.

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.

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.

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 3200) and (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 policy.

Student fundamental rights. WAC 392-400-805

When administering discipline, the school district must 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.

Students are responsible to be aware of the district's rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students are expected to work together with staff to develop a positive climate for learning. Students are referred to readily available operational procedures (OP) 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 who creates a disruption of the educational process for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. [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 brought against the teacher.

Teachers have the following responsibilities to:

1. Observe the rights of students.
2. Enforce district and building rules.
3. Report student misconduct.
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 the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision. [WAC 392-400-330](#) A classroom exclusion may be administered for all or any portion of the balance of the school day.
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. [\(OP 4312\)](#)

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

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.

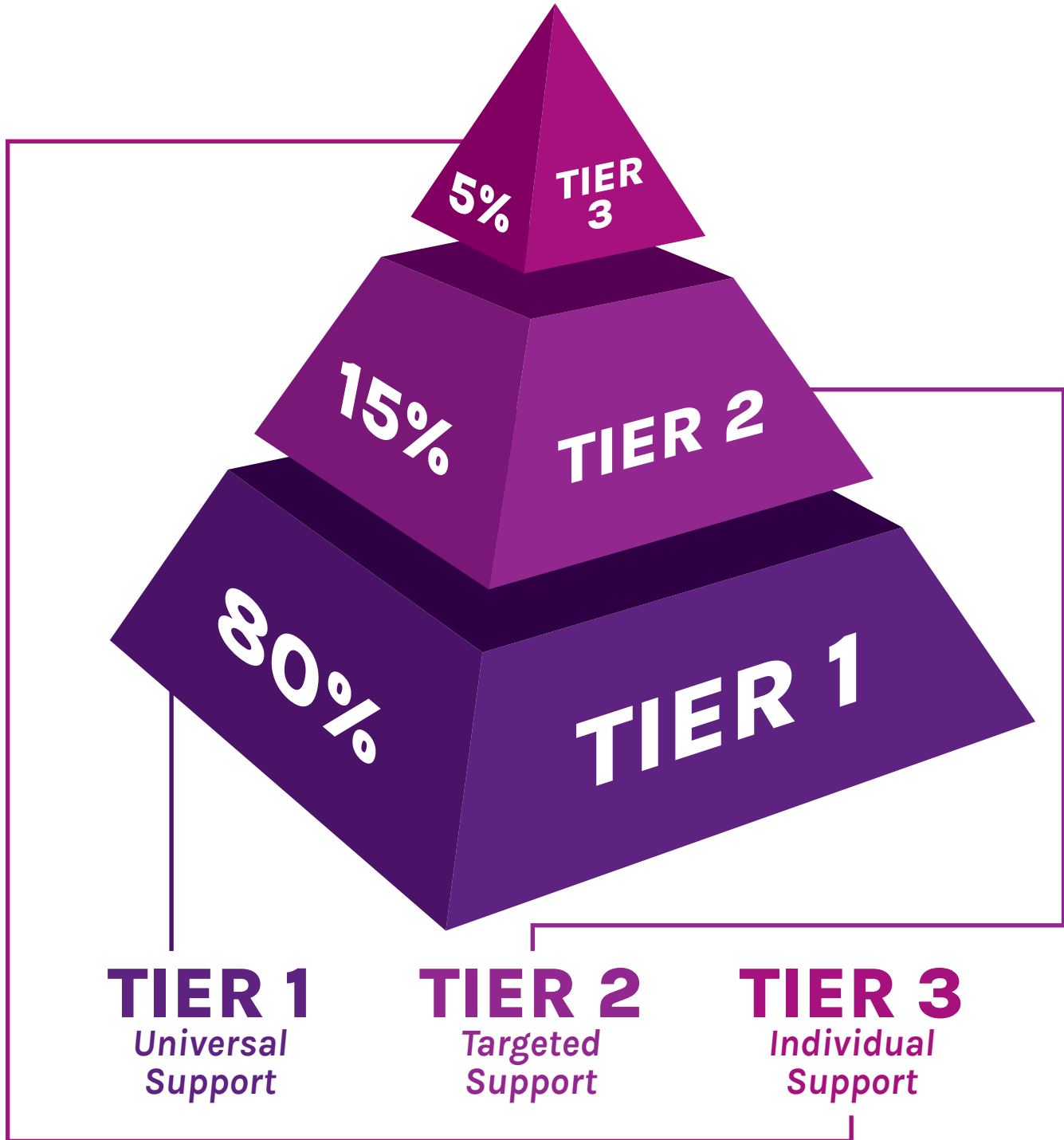
PBIS as a parent - We inherit a culture of positive interventions from school that we can use at home with a common language and expectations. Our children find more joy in going to school and working to be successful, knowing that their hard work and good behavior is appreciated. We have a role in supporting 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.

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS) CONT.

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



STUDENT DISCIPLINE (OP 3241)

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:

- Behavior Agreement- (Gang Tendencies)
- Behavior Monitoring
- Behavioral Health
- Conference/Warning
- Detention After or Before School
- Detention During School- (Noon /Recess)
- Family Engagement
- Mentoring
- No Bus Privileges
- 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.

STUDENT DISCIPLINE CONT. (OP 3241)

➤ **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:
 - a. For behavioral violations under *RCW 28A.600.015* (6)(a) through (d); and
 - b. 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.**
 - a. A long-term suspension **may not exceed ninety (90) consecutive school days, the length of an academic term.**
 - b. 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:
 - a. For behavioral violations under *RCW 28A.600.015* (6)(a) through (d); and
 - b. 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:
 - a. An immediate and continuing danger to other students or school personnel; or
 - b. 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:
 - a. 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
 - b. 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*

STUDENT DISCIPLINE CONT. (OP 3241)

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.

STUDENT DISCIPLINARY DUE PROCESS (OP 3241)

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/>. 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 OR OTHER FORMS OF DISCIPLINE

Including Exclusion from Transportation or Extra-Curricular Activity

[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 <i>WAC 392-400-110(1)(h)</i>
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.

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 <i>WAC 392-400-460</i>	2. Appeal <i>WAC 392-400-465</i>	3. Review and Reconsideration of Appeal <i>WAC 392-400-470</i>
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.

STUDENT DISCIPLINARY DUE PROCESS CONT. (OP 3241)

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	2. Appeal Hearing 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	Hearing Officer	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 hearing 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 hearing officer 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.	The district must hold an appeal hearing within three (3) school business days from the date the district received the appeal request, unless otherwise agreed to by the student or parents. Decision: The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within three (3) school business days after the appeal hearing.	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	2. Appeal Hearing WAC 392-400-525	3. Review and Reconsideration of Appeal WAC 392-400-530
CONTACT:	Your School Office	Discipline Office (509) 573-7106	Discipline Office (509) 573-7106
PRESIDING OFFICIAL:	Principal	Hearing Officer	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 hearing orally or in writing within three (3) school business days from the date the principal or designee provided the written notice of the emergency expulsion.	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:	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.	The district must hold an appeal hearing as soon as reasonably possible, but no later than two (2) school business days after the date the district received the appeal request, unless otherwise agreed to by the student and parents. Decision: The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within one (1) school business day after the appeal hearing.	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.

STUDENT BEHAVIORAL VIOLATIONS LIST (OP 3241)

BEHAVIORAL VIOLATION means a student's behavior that violates a school district's discipline policy adopted under *WAC 392-400-110*.

The Yakima School District strives to keep students in school, learning in a safe and appropriate environment. With the exception of a firearms violation under federal law, school districts are not required to discipline students for any behavioral violation. However, there are circumstances when the district may determine that discipline is appropriate.

The student behavioral violations list includes behaviors for which a student may be disciplined. The district has worked to 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 may impose long-term suspension or expulsion only for specify misconduct 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)*

Behavioral violations and codes listed below refer to Operational Procedure (OP) 3241. The list is alphabetized by codes.

BEHAVIORAL VIOLATIONS LIST KEY

- * For behavioral violations identified with an asterisk (*) symbol after the title, 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)*
- ** For behavioral violations identified with a double asterisk (**) symbol after the title, 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)*

(CODE) BEHAVIORAL VIOLATION

(ACT) Activities/Disobeying Laws and Rules at Events.

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 Athletic Handbook. A student violating the rules set forth in these publications is deemed to be student misconduct.

(APF) Assault/Physical Attack With a Firearm or Explosive Device.*

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 (*see page 15 of this handbook under "FIREARM EXCEPTIONS"*).

(APO) Assault/Physical Attack Without 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 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](#)).

(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.

(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](#)).

(CODE) BEHAVIORAL VIOLATION

(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.

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. For behavior that does not meet both criteria (1) and (2), 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.

(BUR) Burglary.*

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*).

(BUS) Bus Conduct Issues.

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*). School building staff shall enter these disciplinary actions into the student's discipline record.

(CEM) Computer and Electronics Misuse.

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*.

(COM) Communications Devices/Personal Electronic Devices (including cell phones).

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.

* and ** See page 18, for the "Behavioral Violations List Key"

(CODE) BEHAVIORAL VIOLATION**(DBE) Dangerous Behavior.**

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).

(DEF) Defacing or Destruction of Property/Vandalism.**

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.

(DEQ) Disclosure of Exam Questions and/or Cheating.

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](#)).

(DRS) Dress and Appearance.

A student's dress and appearance must not be disrupting or cause undue distraction or present health or safety problems, or be inappropriately immodest or portray illegal, harassing, or legally controlled acts, or cause disruption to the educational process. Students will refrain from wearing gang clothing or clothing which advertises contraband such as drugs, substance abuse, tobacco, alcohol or other products or behaviors which are illegal as defined by law or are prohibited on or in the vicinity of school premises by district policy. Students will conform to a school's special standard of dress as identified with prior notice and approved by the superintendent; see OP 3224.

(DSB) Disrespectful Behavior.

A student will not treat school staff, students, or volunteers with rudeness or lack of consideration or esteem.

(DSR) Disruptive Conduct.

A student is prohibited from conduct which disrupts or interferes with the educational process.

(FAT) Fire Apparatus Tampering or False Alarm.

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](#) – [RCW 9.40.105](#)).

(FID) Fireworks/Igniting Devices.

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.

(FOR) Forgery and Fraudulent Information.

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](#)).

(FPF) Fighting With a Firearm or Explosive Device.*

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. Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools ([see page 15 of this handbook under "FIREARM EXCEPTIONS"](#)).

(FPO) Fighting Without a Weapon.

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.

(FPW) Fighting With a Weapon.*

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](#))

(FTD) Failure to Disperse/Presence at Dangerous Activity/Inciting a Fight.

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](#)).

* and ** See page 18, for the "Behavioral Violations List Key"

(CODE) BEHAVIORAL VIOLATION**(FWO) Fighting Without Major Injury.**

If this behavioral violation code is used, it must be attached to another behavioral violation code.

Mutual participation by two or more students in an incident involving physical violence, where there is no major injury (do not include verbal confrontations, tussles, or other minor confrontations). 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.

(GNA) Gang Related. **

If this behavioral violation code is used, it must be attached to another behavioral violation code.

A student is prohibited from any gang related activity with the purpose of violating the law, district policy or school rules, or having a criminal intent or nature ([RCW 28A.600.455](#)).

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](#).

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](#).

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.

(HOM) Homicide.*

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](#)).

(INS) Insubordination/Failure to Cooperate.

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).

* and ** See page 18, for the "Behavioral Violations List Key"

(CODE) BEHAVIORAL VIOLATION**(IOS) Intimidating Other Student(s)/Non-Sexual Harassment.**

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.)

(IPS) Intimidating, Abusing, Insulting or Physically Threatening a Public Servant.*

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**). 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, or 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.)

(KID) Kidnapping.*

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**).

(MMI) Multiple Minor Accumulated Incidents.

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.

(NIS) Need to Identify Self.

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.

(OSB) Overt Affection/Lewd or Sexual Behavior.

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.

(PLA) Plagiarism/Academic Dishonesty.

A student shall not knowingly submit the work of others represented as the student's own or assist another student in doing so, or use unauthorized sources.

(POR) Pornography.

A student is forbidden from possessing, displaying, selling, or creating any medium, such as writing, pictures, films or other electronic communications with pornographic content, which may be defined as materials intended to create sexual arousal and which are usually considered by the community to be obscene. This may include any medium where sexuality is combined with sadomasochistic portrayals.

(PRF) Profanity.

A student is forbidden from using vulgar, obscene or profane language, whether spoken, in writing, or by gesture.

(RAA) Rape: Attempted.*

A student shall not commit an overt act with intention to rape (**RCW 9A.28.020**).

(RAP) Rape.*

A student shall not violate another person without consent or penetrate for sexual purposes another person through use of force, threat, or fraud (**RCW 9A.44**).

(RBF) Robbery With a Firearm or Explosive Device.*

A student shall not unlawfully take personal property with a firearm or explosive device from an individual against his or her will by the use or threatened use of immediate force, violence, or fear of injury to that person or his or her property (**RCW 9A.56.190**). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools (see page 15 of this handbook under "FIREARM EXCEPTIONS").

* and ** See page 18, for the "Behavioral Violations List Key"

(CODE) BEHAVIORAL VIOLATION**(RBO) Robbery Without a Weapon.***

A student shall not unlawfully take personal property from an individual against his or her will by the use or threatened use of immediate force, violence, or fear of injury to that person or his or her property (**RCW 9A.56.190**).

(RBW) Robbery With a Weapon.*

A student shall not unlawfully take personal property with a weapon from an individual against his or her will by the use or threatened use of immediate force, violence, or fear of injury to that person or his or her property (**RCW 9A.56.190**). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.

(SBI) Serious Bodily Injury.*

A student shall not engage in an incident, specific to students eligible for special education services, that results in the serious bodily injury of another as defined in Section (1365(h)(3) of Title 18, U.S. Code, to mean a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

(SEB) Sexual Battery (Other Than Rape).*

A student shall not touch an intimate part of another person if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse.

(SEC) Sexually Inappropriate Conduct.

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.

(SEH) Sexual Harassment.*

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 9A.46.020**); see OP 3216 and OP 5013

(SHO) Shooting.*

A student shall not engage in any incident at a school that involves a shooting (regardless of whether anyone was hurt).

(TFT) Theft or Possession of Stolen Property.

A student shall not obtain or exert unauthorized control over the property or services of another with the intent to deprive said person of such property or services on or in the vicinity of school premises or at a school-sponsored event (**RCW 9A.56.020 - RCW 9A.56.100**). In the instance of theft of personal property brought by a student to the school, school staff will attempt to assist the student in finding the personal property item as a courtesy; however, district staff are not responsible for personal property. District staff also cannot be responsible for items that students leave in their general care area or which are taken from the student for discipline purposes.

(TOB) Tobacco Products and Delivery Devices.

District premises are tobacco-free properties; a student shall not use, sell, distribute, or possess any tobacco products and delivery devices. 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.

(TPF) Threats of Assault/Physical Attack With a Firearm or Explosive Device.*

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 (*see page 15 of this handbook under "FIREARM EXCEPTIONS"*).

(TPO) Threats of Assault/Physical Attack Without a Weapon.*

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.)

(TPW) Threats of Assault/Physical Attack With a Weapon.*

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.

(TRS) Trespass.

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**).

* and ** See page 18, for the "Behavioral Violations List Key"

(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.

(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.

SUBSTANCE ABUSE – DISTRIBUTION OR SALE (ZDA through ZDS).*

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.

▶ **(ZDM) Distribution or Sale of Marijuana.***

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

▶ **(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.”

▶ **(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.

SUBSTANCE ABUSE – POSSESSION OR USE (Codes ZPA through ZPS).*

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.

▶ **(ZPM) Possession or Use of Marijuana.***

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.

▶ **(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.”

▶ **(ZPS) Possession or Use 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 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.

(ZSF) Weapons: Distribution or Sale of Firearm or Explosive Device.*

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 (see page 15 of this handbook under “FIREARM EXCEPTIONS”).

As defined by the *Gun Free Schools Act*, other firearms include the following: any weapon (including zip guns, starter guns, and flare guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes: any explosive, incendiary, or poison gas such as bomb, grenade, or rocket having a propellant charge of more than four ounces; a missile having an explosive or incendiary charge of more than one quarter (¼) ounce; mine, or similar device; any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; or any combination or parts either designed or intended for use in converting any device into a destructive device described in the two (2) immediately preceding examples and from which a destructive device may be readily assembled.

* and ** See page 18, for the “Behavioral Violations List Key”

(CODE) BEHAVIORAL VIOLATION**(ZSW) Weapons: Distribution or Sale of Weapons.***

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.

(ZWF) Weapons: Possession of Other Firearm or Explosive Device.*

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. (see page 15 of this handbook under "FIREARM EXCEPTIONS").

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.

(ZWH) Weapons: Possession of Handguns.*

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 (see page 15 of this handbook under "FIREARM EXCEPTIONS").

(ZWK) Weapons: Possession of Knives, Daggers.*

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.

(ZWM) Weapons: Possession of Multiple Firearms.*

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 (see page 15 of this handbook under "FIREARM EXCEPTIONS").

(ZWO) Weapons: Possession of Other Weapons.*

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. 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 (see page 15 of this handbook under "FIREARM EXCEPTIONS").

* and ** See page 18, for the "Behavioral Violations List Key"

SCHOOL CALENDAR Yakima School District Number 7 2021-2022 INSTRUCTIONAL CALENDAR

**FOR DISTRICT
UPDATES VISIT
OUR WEBSITE**

AUGUST 2021 (5)							SEPTEMBER 2021 (21)							OCTOBER 2021 (19)							NOVEMBER 2021 (18)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27
29	30	31					26	27	28	29	30			24/31	25	26	27	28	29	30	28	29	30				

DECEMBER 2021 (13)							JANUARY 2022 (19)							FEBRUARY 2022 (15)							MARCH 2022 (23)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4						1			1	2	3	4	5			1	2	3	4	5	
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
19	*20	*21	*22	23	24	25	16	17	18	19	20	21	22	20	21	*22	*23	*24	*25	26	20	21	22	23	24	25	26
26	27	*28	*29	*30	31		23/30	24/31	25	26	27	28	29	27	28						27	28	29	30	31		

APRIL 2022 (16)							MAY 2022 (21)							JUNE 2022 (10)							JULY 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	7				1	2	3	4						1	2
3	*4	*5	*6	*7	*8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24/31	25	26	27	28	29	30

Classes Begin
 Last Day of Classes
 Holidays/Breaks/No School
 Prof. Development Days/No School

AUGUST

- 19-20 State Funded PD Days for Certified Employees - No School
- 23-24 District Directed Day for Certified Employees - No School
- 25 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

- 6 Labor Day - No School

OCTOBER

- 8 State Funded PD Day for Certified Employees - No School
- 29 First Quarter Break - No School

NOVEMBER

- 1-5 Parent Conferences for Elementary Schools 12 Noon Release for Students
- 3-5 Parent Conferences for Middle Schools 11:15 a.m. Release for Students
- 3-5 High School Student Led Conferences 11:15 a.m. Release for Students
- 11 Observation of Veteran's Day - No School
- 24 No School
- 25 Thanksgiving Holiday - No School
- 26 Native American Heritage Day - No School

DECEMBER

- 20-31 Winter Break - No School

JANUARY

- 3 Classes Resume
- 17 Martin Luther King Jr Birthday - No School
- 24 Second Quarter/Semester Break - No School

FEBRUARY

- 21 President's Day - No School
- 22-25 Mid-Winter Break - No School

MARCH

- 28-31 Parent Conferences for Elementary Schools 12 Noon Release for Students
- 30-31 Parent Conferences for Middle Schools

APRIL

- 1 Parent Conferences cont'd for Elementary Schools 12 Noon Release for Students
- 1 Parent Conferences cont'd for Middle Schools 11:15 a.m. Release for Students
- 4-8 Spring Break/Third Quarter Break - No School

MAY

- 30 Memorial Day - No School

JUNE

- 10 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

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

Elementary/Middle School Quarters

1st Quarter Ends	Oct. 28	45 days
2nd Quarter Ends	Jan. 21	45 days
3rd Quarter Ends	April 1	44 days
4th Quarter Ends	June 15	46 days

High School Semesters

1st Sem. Ends	Jan. 21	90 days
2nd Sem. Ends	June 15	90 days

Adopted 2/16/2021