



*Yakima*  
SCHOOL DISTRICT  
DISTRITO ESCOLAR

# 2023-2024 STUDENT, FAMILY, & 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](http://www.ysd7.org)

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Superintendent  
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# LETTER FROM THE SUPERINTENDENT

Dear Families, Students, and Staff of the Yakima School District,

Welcome to the new school year of 2023-2024! I am excited to greet all of you and start another year of learning, growing, and working together. Whether you're returning to our schools, joining us as a new student, or part of our dedicated staff, I am so glad to have you as a member of our Yakima School District family.

I hope this letter finds you doing well and feeling excited about the upcoming school adventure. We have been getting ready to welcome you back, and our schools are all set to provide a safe, inclusive, and inspiring environment for your success. Our teachers and staff have been working hard over the summer to make sure everything is ready for you.

To give you important information and guidelines, please read this Yakima School District Student, Family, and Staff Handbook for the 2023-2024 school year. This handbook is a useful resource that explains our school district's rules, procedures, and expectations. It is important for you and your family to read this handbook carefully because it helps us have a good partnership between home and school.

If you have any questions or need help, remember that our doors are always open. You can talk to your teachers, principals, or any staff member. We're here to support you and make sure you have a successful and fun school year.

Thank you for being a part of our Yakima School District family. I'm looking forward to a wonderful year together!

Best wishes,

Dr. Trevor Greene

Proud Superintendent of the 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** - Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, [santoy.omar@ysd7.org](mailto:santoy.omar@ysd7.org); **Deputy Coordinator (Students): Title IX** - K.C. Mitchell, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7261, [mitchell.k.c@ysd7.org](mailto:mitchell.k.c@ysd7.org); **Deputy Coordinator (Students): Title IX** - Shawn Orminski, Assistant Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7263, [orminski.shawn@ysd7.org](mailto:orminski.shawn@ysd7.org); **Civil Rights Compliance Coordinator (Non-Students): Title IX** - Deena Alley, Director of Human Resources Pathways & Leadership/Investigator, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7054, [alley.deena@ysd7.org](mailto:alley.deena@ysd7.org); **Civil Rights Compliance Coordinator (Students): ADA/Section 504** - Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, [santoy.omar@ysd7.org](mailto:santoy.omar@ysd7.org); **Civil Rights Compliance Coordinator (Non-Students): ADA** - Christopher Miller, Director of Human Resources, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7066, [miller.christopher@ysd7.org](mailto:miller.christopher@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."

## ABOUT THIS HANDBOOK

The Yakima School District's Student, Family, & 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, families, and staff in August. Additionally, extra copies of the handbook are distributed to each school to be displayed in the office and given to late enrollees. Complete copies of district operational procedures regarding student discipline are available on the district website, [www.ysd7.org](http://www.ysd7.org). State discipline law is available under [WAC 392.400](#). The handbook is prepared by the Yakima School District's Discipline Committee and Omar Santoy, Executive Director of Student Services.

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# IMPORTANT INFORMATION NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES

**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 parent(s)/guardian(s) 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. Contact your school or telephone (509) 573-1040 for assistance. (**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. Contact your school for assistance. (**OP 3421**) 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). Contact your school for assistance. (**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. Telephone (509) 573-7260 for assistance with Section 504 or (509) 573-5091 for assistance with Special Education Services.

**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. Telephone (509) 573-7145 for assistance.

**Child Nutritional Programs - USDA Nondiscrimination Statement.** In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotope, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/ad-3027.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

1. **mail:**  
U.S. Department of Agriculture  
Office of the Assistant Secretary for Civil Rights  
1400 Independence Avenue, SW  
Washington, D.C. 20250-9410; or
2. **fax:**  
(833) 256-1665 or (202) 690-7442; or
3. **email:**  
[Program.Intake@usda.gov](mailto:Program.Intake@usda.gov)

This institution is an equal opportunity provider.

Telephone (509) 573-7145 for assistance.

**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

## IMPORTANT INFORMATION NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES CONT.

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). Telephone (509) 573-2901 for assistance. [\(OP 3208\)](#)

**Fines and fees** are the responsibility of student and parent/guardian. Contact your school or telephone (509) 573-7045 for assistance. [\(OP 3520\)](#)

**Gender-inclusive schools** operational procedure [\(OP 3211\)](#) may be found on the district's website [www.ysd7.org](http://www.ysd7.org) or in paper form at each school office. The district Designated Gender-Inclusive Schools Coordinator is: Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, [santoy.omar@ysd7.org](mailto:santoy.omar@ysd7.org). [\(OP 3211\)](#)

**Grade level placement** is governed by procedure. Parent(s)/guardian(s) 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. Telephone (509) 573-1000 for assistance. [\(OP 2421\)](#)

**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. If there is an emergency, the following occurs in this order: (1) student is stabilized, (2) emergency care is given, (3) 911 is called, and (4) parent(s)/guardian(s) are contacted. Medications, equipment, and any necessary supplies are the financial responsibility of parent(s)/guardian(s). Students with life-threatening conditions must have all medical support and health care plans in place before entry in school. Telephone (509) 573-5000 for assistance. [\(OP 3410\)](#)

**High school opportunities for college credit.** Currently, there are opportunities for Yakima School District students to take courses where they earn college credits while also earning high school credits towards the completion of their high school graduation requirements.

Yakima School District offers college credit opportunities through programs like Running Start, Tech Prep, Advanced Placement, International Baccalaureate, and YV-Tech. There are also opportunities for students to earn college credit through a variety of CTE and College in High School courses where students remain at their high school and engage in college-level learning in their high school classes. The Yakima School District is currently piloting a new pathway for students to earn college credit in their high school classes that will result in an associate of arts degree from an accredited university by the time they graduate from high school. See high school counselor or telephone (509) 573-1050 for assistance. [\(OP 2415\)](#)

**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/guardian notification. [RCW 28A.210.060-170](#)

Parent(s)/guardian(s) may file a Certificate of Exemption form [OP 3413.3XE](#) on the basis of religious grounds, for personal/philosophical reasons, or when a physician certifies that the student has a medical condition that contraindicates a particular immunization.

Per [RCW 28A.210.090](#), starting July 28, 2019 schools can no longer accept a personal or philosophical exemption for the MMR vaccine. In an outbreak situation, Yakima Health District has the authority to exclude susceptible students and staff who are not adequately immunized against a particular vaccine preventable disease. This exclusion includes students with exemptions on file.

State law, [RCW 28A.210.080](#), 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 [www.cdc.gov/meningococcal](http://www.cdc.gov/meningococcal) and [www.doh.wa.gov/hpv](http://www.doh.wa.gov/hpv). Contact your school nurse or telephone (509) 573-5000 for assistance. [\(OP 3413\)](#)

**Language Access Program.** Yakima School District recognizes the importance of effective communication with all parent(s)/guardian(s), regardless of their English proficiency, to experience meaningful and equitable access to District information, programs, services, and engagement. The Yakima School District will provide language assistance services to persons with limited English proficiency free of charge. Contact Language Access at (509) 573-7115. Website: [www.ysd7.org/languageaccess](http://www.ysd7.org/languageaccess) [\(OP 4218\)](#)

**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. Parent(s)/guardian(s) 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. Telephone (509) 573-5000 for assistance. [\(OP 3413\)](#)

**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. Telephone (509) 573-7266 for assistance. [\(OP 3115\)](#)

## IMPORTANT INFORMATION NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES CONT.

**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. Medications at school require completion of form **OP 3416.1X**. Any changes in medication or treatment needs must be communicated to YSD Health Staff by parent(s)/guardian(s). Contact your school office manager, health services staff, or telephone (509) 573-5000 for assistance. (**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. Contact your school for assistance. (**OP 6540**)

**Pesticides and herbicides** are periodically used on school district premises; notice is given in advance to staff, students, and parent(s)/guardian(s); 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](http://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 parent(s)/guardian(s) 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://studentprivacy.ed.gov/topic/protection-pupil-rights-amendment-ppra>.

**Registration** of students happens at school buildings and the district office. The district is closed to non-resident students grades PreK-8. Non-resident students grades 9-12 follow admission process, obtaining annual release from home district prior to acceptance in the Yakima School District. Telephone (509) 573-7021 for assistance. (**OP 3131**) and (**OP 3141**)

**Section 504** provides accommodations for students by modifications made within school programs. The district's Section 504 Coordinator is Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, [santoy.omar@ysd7.org](mailto:santoy.omar@ysd7.org). See school counselor or telephone (509) 573-7260 for assistance. (**OP 2162**)

**Special education** works with Child Find activities and responds to requests for assessment of a student for its services. Parent(s)/guardian(s) 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) 573-5091 for assistance. (**OP 2161**)

**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](http://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). Telephone (509) 573-7021 for assistance. (**OP 3600**)

**Student original work** and other copyright provisions of law are protected. Telephone (509) 573-7010 for assistance. (**OP 2025**)

**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. Telephone (509) 573-7031 for assistance. (**OP 3230**)

**Visitors** to school, such as parent(s)/guardian(s) 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. Contact your school for assistance. (**OP 4317**)

# STUDENT ATTENDANCE

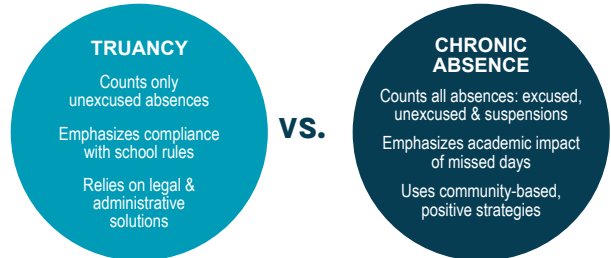


## ATTEND TODAY, ACHIEVE TOMORROW

### 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/guardians 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/guardian.
- ▶ 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 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**– Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, [santoy.omar@ysd7.org](mailto:santoy.omar@ysd7.org);

- **Deputy Coordinator (Students): Title IX** - K.C. Mitchell, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7261, [mitchell.k.c@ysd7.org](mailto:mitchell.k.c@ysd7.org);
- **Deputy Coordinator (Students): Title IX** - Shawn Orminski, Assistant Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7263, [orminski.shawn@ysd7.org](mailto:orminski.shawn@ysd7.org);

**Civil Rights Compliance Coordinator (Non-Students): Title IX** – Deena Alley, Director of Human Resources Pathways & Leadership/Investigator, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7054, [alley.deena@ysd7.org](mailto:alley.deena@ysd7.org);

**Civil Rights Compliance Coordinator (Students): ADA/Section 504** – Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, [santoy.omar@ysd7.org](mailto:santoy.omar@ysd7.org);

**Civil Rights Compliance Coordinator (Non-Students): ADA** – Christopher Miller, Director of Human Resources, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7066, [miller.christopher@ysd7.org](mailto:miller.christopher@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](http://www.ysd7.org) (OP 3210) and (OP 5010).

# SEXUAL HARASSMENT

(OP 3205) and (OP 5011)

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](http://www.ysd7.org) (OP 3205) and (OP 5011).

# 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](mailto: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](mailto: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](mailto:OCR.Seattle@ed.gov) |  
Website: [www.ed.gov/ocr](http://www.ed.gov/ocr)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | Website: [www.hum.wa.gov](http://www.hum.wa.gov)



# HARASSMENT, INTIMIDATION, & BULLYING (OP 3207)

## Definition of Harassment, Intimidation, and Bullying: RCW 28A.600.477

“Harassment, intimidation, or bullying” means any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by sex, race, creed, religion, color, national origin, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability, or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

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

There is no requirement that the affected student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

## How to prevent being a target:

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

## What makes bullying different from other conflicts?

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

### 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, Executive Director of Student Services, (509) 573-7260, [hib@ysd7.org](mailto:hib@ysd7.org). Reports can be filed anonymously. The HIB Incident Reporting Form (OP 3207.1XE) is available on the district website at [www.ysd7.org](http://www.ysd7.org) under “Policies & Procedures” 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 3207. The investigation includes interviews and notification of parent(s)/guardian(s) 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 3207)

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) 3207 can be viewed on the district website at [www.ysd7.org](http://www.ysd7.org) under “Policies & Procedures”. Hard copies can be obtained from your school or the district office.**

## STUDENT RIGHTS & RESPONSIBILITIES (OP 3241)

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

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

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

## TEACHER RIGHTS & RESPONSIBILITIES (OP 3201)

### Teachers have the following rights regarding student conduct to:

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

### Teachers have the following responsibilities to:

1. Observe the rights of students.
2. Enforce district and building rules.
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 their classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements in **WAC 392-400-330** and **WAC 392-400-335**.
3. Detain a student with prior parent/guardian notice before or after school for up to forty (40) minutes.

Parent(s)/Guardian(s) 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.

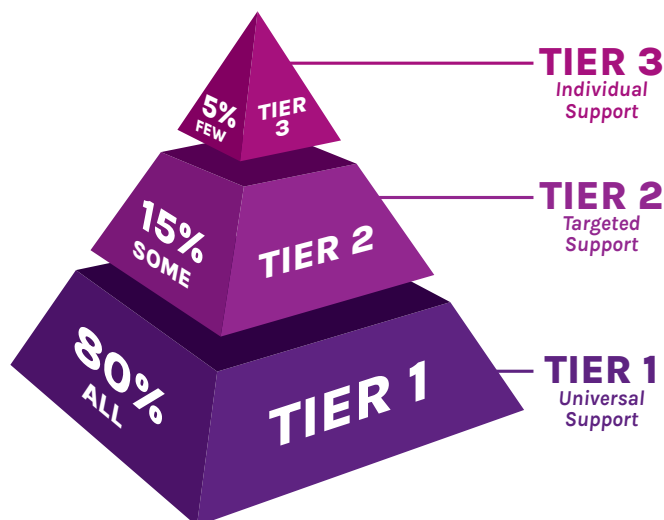
**PBIS as a student** - We know the positive expectations of our school. The expectations are demonstrated to us by our teachers, administrators, and peers. As we live up to those expectations, teachers recognize and reward our contributions. Consequences are established to help us reflect and correct.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

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

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

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

## TIERS OF SUPPORT





# 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 removal, 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- (Including Gang Tendencies)
- Behavior Monitoring
- Behavioral Health
- Bus-Alternative Transportation
- Bus-Exclusion
- Bus-Parent/Guardian Contact on Bussing
- Bus-Return for Discipline Action
- Bus-Warning on Bus
- Conference/Warning
- Detention After or Before School
- Detention During School- (Noon /Recess)
- Family Engagement
- Mentoring
- Peer Mediation
- Re-assigned Saturday School
- Restorative Justice
- Social Skills Instruction
- Study Work Program or Saturday School

**CLASSROOM EXCLUSION** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements in *WAC 392-400-330* and *WAC 392-400-335*. Classroom exclusion does not include actions that result in missed instruction for a brief duration when:

- a. A teacher or other school personnel attempts other forms of discipline to support the student in meeting

behavioral expectations; and

- b. The student remains under the supervision of the teacher or other school personnel during such brief duration.

**Conditions and limitations.** *WAC 392-400-330*

▶ **Limitations on classroom exclusion.**

a. **Duration of classroom exclusion.** A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency removal.

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 removal.

**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 removal.

▶ **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

## STUDENT DISCIPLINE CONT. (OP 3241)

than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

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

### Additional conditions and limitations.

WAC 392-400-440

- ▶ **Limitations on long-term suspensions.** A school district may only administer a long-term suspension:
  - 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 REMOVAL** 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 removal may **not exceed ten (10) consecutive school days**. An emergency removal must end or be converted to another form of discipline within ten school days from the start of the emergency removal.

**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 removal 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, parent(s)/guardian(s), and staff can review the entire state regulation, [WAC 392-400](http://apps.leg.wa.gov/wac/) 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 parent(s)/guardian(s) to question the discipline imposed.

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

## CLASSROOM EXCLUSION AND/OR OTHER FORMS OF DISCIPLINE

### Including Exclusion from Transportation or Extra-Curricular Activity and Detention

[WAC 392-400-330](#)

#### Notice to parents. [WAC 392-400-335](#)

- The teacher, principal, or designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible.

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

<b>LEVEL:</b>	<b>1. Optional Informal Conference</b> <i>WAC 392-400-110(1)(h)</i>
<b>CONTACT:</b>	Your School Office
<b>PRESIDING OFFICIAL:</b>	Principal
<b>REQUEST:</b>	The student or parent(s) may request an informal conference orally or in writing.
<b>TIME LIMIT:</b>	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.

<b>LEVEL:</b>	<b>1. Optional Informal Conference</b> <i>WAC 392-400-460</i>	<b>2. Appeal</b> <i>WAC 392-400-465</i>	<b>3. Review and Reconsideration of Appeal</b> <i>WAC 392-400-470</i>
<b>CONTACT:</b>	Your School Office	Discipline Office (509) 573-7265	Discipline Office (509) 573-7265
<b>PRESIDING OFFICIAL:</b>	Principal	Superintendent's Designee	Discipline Appeal Council
<b>REQUEST:</b>	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.
<b>TIME LIMIT:</b>	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. <b>Right to appeal:</b> An informal conference must not limit a student's or parents' right to appeal under Level 2.	<b>Decision:</b> 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.	<b>Decision:</b> 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) 573-7265	Discipline Office (509) 573-7265
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. <b>Right to appeal:</b> 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. <b>Decision:</b> 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.	<b>Decision:</b> 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) 573-7265 to request a "Petition for Readmission to School Application Form". (OP 3202.1XE) WAC 392-400-110(k)

## EMERGENCY REMOVAL

WAC 392-400-510

### Notice to student and parents. WAC 392-400-515

- Within twenty-four (24) hours after an emergency removal, the principal or designee must provide written notice of the emergency removal 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) 573-7265	Discipline Office (509) 573-7265
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 removal.	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. <b>Right to appeal:</b> 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. <b>Decision:</b> 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.	<b>Decision:</b> 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.

# DISTRICT DISCIPLINE MATRIX<sup>1</sup> (3241.20XE)

The Yakima School District strives to keep students in school, learning in a safe and appropriate environment. Unless otherwise required by law, the district is not required to impose student discipline for any behavioral violation. However, there are circumstances when the district may determine that discipline is appropriate.

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

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

DISTRICT DISCIPLINE MATRIX KEY	
✓	Applies to Grades K-12
*	Long-term Suspension or Expulsion may be imposed. <i>(Other Forms of Discipline must be considered unless a firearm is involved as provided in <a href="#">RCW 28A.600.420</a>)</i>
**	Long-term Suspension or Expulsion may be imposed if two or more violations have occurred within a three-year period. <i>(Other Forms of Discipline must be considered unless a firearm is involved as provided in <a href="#">RCW 28A.600.420</a>)</i>

(CODE) BEHAVIORAL VIOLATION <sup>2</sup>	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices <sup>4</sup>	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols <sup>5</sup>
<p><b>(ACT) Activities/Disobeying Laws and Rules at Events.</b></p> <p>Specific rules and expectations for student behavior are annually produced and are contained in associated student body (ASB) constitutions, <a href="#">Student, Family, and Staff Handbook</a>, school building rules, and/or in the student <a href="#">Athletic Handbook</a>. A student violating the rules set forth in these publications is deemed to be student misconduct.</p>	Levels A–C and Level D	✓	✓	✓	No	No	
<p><b>(APF) Assault/Physical Attack With a Firearm or Explosive Device.*</b></p> <p>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 (<a href="#">RCW 9A.36</a>). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <a href="#">Gun-Free Schools Act</a>; <a href="#">WAC 392-400-820(1)</a>; and <a href="#">RCW 28A.600.420(1)</a>.</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral <sup>6</sup>
<p><b>(APO) Assault/Physical Attack Without a Weapon.*</b></p> <p>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 (<a href="#">RCW 9A.36</a>).</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral



# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>(APW) Assault/Physical Attack With a Weapon.*</b>                      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.</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p><b>(ARS) Arson.*</b>                      A student shall not cause a fire or explosion in order to injure another person or to damage or destroy property on or in the vicinity of school premises or at a school-sponsored event (RCW 9A.48.020 or RCW 9A.48.030).</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p><b>(BCV) Building/Classroom Rules Violation.</b>                      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.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p><b>BULLYING (Codes BLC through BLZ).</b>                      A student shall not engage in intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i). For behavior that does not meet the criteria in (1), (2) and (3), see other behavior codes: Discriminatory Harassment (Codes HAC through HAQ); Threat to Other (Code BMB, Code IPS or Code TPO); or Intimidation/Non-Sexual Harassment (Code IOS).</p> <p>► <b>(BLC) Bullying by Color.</b>                      Color refers to the color of an individual's skin.</p> <p>► <b>(BLD) Bullying by Disability/Use of a Trained Dog Guide or Service Animal.</b>                      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.</p> <p>► <b>(BLE) Bullying by National Origin.</b>                      National Origin refers to the country in which a person was born, ancestry, or a person's primary language.</p> <p>► <b>(BLG) Bullying by Gender Expression or Identity/Sexual Orientation.</b>                      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.</p> <p>► <b>(BLO) Bullying by Race.</b>                      Race refers to a family, tribe, or group of people coming from the same common ancestors.</p> <p>► <b>(BLP) Bullying by Religion/Creed.</b>                      Religion/creed refers to all aspects of religious belief, observance, and practice.</p> <p>► <b>(BLQ) Bullying by Sex/Gender.</b>                      Sex refers to an individual's gender.</p> <p>► <b>(BLZ) Bullying.</b>                      This code is to be used if the bullying incident doesn't involve one of the protected classes above.</p>	Level E	✓	✓	✓	No	No	Consider HIB Referral <sup>7</sup>  Consider School-Based Threat Assessment Referral  Consider Title IX Referral <sup>8</sup>  Consider Civil Rights Referral <sup>9</sup>
<p><b>(BMB) Bomb Threat.*</b>                      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.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral

✓, \* and \*\* See page #17, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>(BUR) Burglary.*</b> 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).</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p><b>(BUS) Bus Conduct Issues.</b> A student may be assigned discipline on school district buses, which will be enforced at the student's school according to published bus rules (OP 6600). Principals, with the assistance of the Director of Transportation or designee, shall enter these disciplinary actions into the student's discipline record.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p><b>(CEM) Computer and Electronics Misuse.</b> 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.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p><b>(COM) Communications Devices/Personal Electronic Devices (including cell phones).</b> 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.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p><b>(DBE) Dangerous Behavior.</b> 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. Parent(s)/Guardian(s) 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).</p>	Level D	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
<p><b>(DEF) Defacing or Destruction of Property/Vandalism.**</b> 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.</p>	Level F	✓	✓	✓	Grades 5-12 Only **	Grades 5-12 Only **	
<p><b>(DEQ) Disclosure of Exam Questions and/or Cheating.</b> 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).</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p><b>(DRS) Dress and Appearance.</b> A student's dress and appearance must not create a material and substantial disruption of the educational process. Prohibited conduct includes the use of obscene, sexual, alcohol, tobacco and other controlled substance drug-related messages and gang-related apparel. Dress code and grooming operational procedures may not discriminate on the basis of a protected class under RCW 28A.640 or RCW 28A.642, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Students will adhere to a school's special standard of dress as identified with prior notice and approved by the superintendent; see OP 3224.</p>	Levels A-C and Level D	✓	✓	✓	No	No	

✓, \* and \*\* See page #17, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<b>(DSB) Disrespectful Behavior.</b> A student will not treat school staff, students, or volunteers with rudeness or lack of consideration or esteem.	Levels A-C and Level D	✓	✓	✓	No	No	
<b>(DSR) Disruptive Conduct.</b> A student is prohibited from conduct which disrupts or interferes with the educational process.	Level D	✓	✓	✓	No	No	
<b>(FAT) Fire Apparatus Tampering or False Alarm.</b> 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).	Level E	✓	✓	✓	No	No	
<b>(FID) Fireworks/Igniting Devices.</b> 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.	Level D	✓	✓	✓	No	No	
<b>(FOR) Forgery and Fraudulent Information.</b> 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).	Level D	✓	✓	✓	No	No	
<b>(FPF) Fighting With a Firearm or Explosive Device.*</b> 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. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act</u> ; WAC 392-400-820(1); and RCW 28A.600.420(1).	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<b>(FPO) Fighting Without a Weapon.</b> 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.	Level D	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
<b>(FPW) Fighting With a Weapon.*</b> 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)	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<b>(FTD) Failure to Disperse/Presence at Dangerous Activity/Inciting a Fight.</b> 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).	Level D	✓	✓	✓	No	No	

✓, \* and \*\* See page #17, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>(FWO) Fighting Without Major Injury.</b>  <i>If this behavioral violation code is used, it must be attached to another behavioral violation code.</i>                      Mutual participation by two or more students in an incident involving physical violence, where there is <u>no</u> major injury that meets the definition of "substantial bodily harm" or "great bodily harm" under (RCW 9A.04.110(4)). A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches. Do not include verbal confrontations, tussles, or other minor confrontations.</p>	Level E	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
<p><b>(GNA) Gang Related.**</b>  <i>If this behavioral violation code is used, it must be attached to another behavioral violation code.</i>                      A student is prohibited from any gang related activity with the purpose of violating the law, district operational procedures or school rules, or having a criminal intent or nature (RCW 9A.46.120 or RCW 28A.600.455).   <u>Indicators of gang related activities may include:</u> 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.</p>	Level F	✓	✓	✓	Grades 5-12 Only **	Grades 5-12 Only **	Consider School-Based Threat Assessment Referral
<p><b>HARASSMENT (Codes HAC through HAR).</b>                      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). For behavior that only meets criteria (1), see behavior code: Harassment (Code HAR).  <b>▶ (HAC) Harassment – Discriminatory by Color.</b>                      Color refers to the color of an individual's skin.  <b>▶ (HAD) Harassment – Discriminatory by Disability/ Use of a Trained Dog Guide or Service Animal.</b>                      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.  <b>▶ (HAE) Harassment – Discriminatory by National Origin.</b>                      National Origin refers to the country in which a person was born, ancestry, or a person's primary language.  <b>▶ (HAG) Harassment – Discriminatory by Gender Expression or Identity/Sexual Orientation.</b>                      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.  <b>▶ (HAO) Harassment – Discriminatory by Race.</b>                      Race refers to a family, tribe, or group of people coming from the same common ancestors.  <b>▶ (HAP) Harassment – Discriminatory by Religion/Creed.</b>                      Religion/creed refers to all aspects of religious belief, observance, and practice.  <b>▶ (HAQ) Harassment – Discriminatory by Sex/Gender.</b>                      Sex refers to an individual's gender.  <b>▶ (HAR) Harassment.</b>                      This code is to be used if the harassment incident doesn't involve one of the protected classes above.</p>	Level E	✓	✓	✓	No	No	Consider HIB Referral  Consider Civil Rights Referral  Consider Title IX Referral  Consider School-Based Threat Assessment Referral

✓, \* and \*\* See page #17, for the "District Discipline Matrix Key"



# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>(HOM) Homicide.*</b> 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).</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p><b>(INS) Insubordination/Failure to Cooperate.</b> 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).</p>	Level D	✓	✓	✓	No	No	
<p><b>(IOS) Intimidating Other Student(s)/Non-Sexual Harassment.</b> 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.)</p>	Level D	✓	✓	✓	No	No	Consider HIB Referral Consider School-Based Threat Assessment Referral
<p><b>(IPS) Intimidating, Abusing, Insulting or Physically Threatening a Public Servant.*</b> A student shall not intimidate a school district employee (administrators, teachers, and classified employees) by foul or abusive language, by willfully disobeying, or by threats which are communicated directly or indirectly and which disrupt the normal operations of the school (RCW 28A.635.100, WAC 392-400-810(1) and RCW 28A.600.460(2)). This includes an act which may cause bodily injury in the future; or cause physical damage to property; or subject the person to physical confinement or restraint; or accuse him/her of a crime; or expose a secret or publicize an asserted fact, whether true or false tending to subject any person to hatred, contempt, 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.)</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Potential Classroom Reassignment <sup>10</sup> Consider School-Based Threat Assessment Referral
<p><b>(KID) Kidnapping.*</b> 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).</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p><b>(MMI) Multiple Minor Accumulated Incidents.</b> 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.</p>	Level D	✓	✓	✓	No	No	
<p><b>(NIS) Need to Identify Self.</b> 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.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p><b>(OSB) Overt Affection/Lewd or Sexual Behavior.</b> 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.</p>	Level D	✓	✓	✓	No	No	

✓, \* and \*\* See page #17, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<b>(PLA) Plagiarism/Academic Dishonesty.</b> 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.	Levels A-C and Level D	✓	✓	✓	No	No	
<b>(POR) Pornography.</b> 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.	Level D	✓	✓	✓	No	No	
<b>(PRF) Profanity.</b> A student is forbidden from using vulgar, obscene or profane language, whether spoken, in writing, or by gesture.	Levels A-C and Level D	✓	✓	✓	No	No	
<b>(RAA) Rape: Attempted.*</b> A student shall not commit an overt act with intention to rape (RCW 9A.28.020).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider Title IX Referral Mandatory School-Based Threat Assessment Referral
<b>(RAP) Rape.*</b> A student shall not violate another person without their consent or penetrate for sexual purposes another person through use of force, threat, or fraud (RCW 9A.44).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider Title IX Referral Mandatory School-Based Threat Assessment Referral
<b>(RBF) Robbery With a Firearm or Explosive Device.*</b> 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 and RCW 9A.56.200 or RCW 9A.56.210). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<b>(RBO) Robbery Without a Weapon.*</b> 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 and RCW 9A.56.200 or RCW 9A.56.210).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<b>(RBW) Robbery With a Weapon.*</b> 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.41.280, RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<b>(SBI) Serious Bodily Injury.*</b> 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.	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<b>(SEB) Sexual Battery (Other Than Rape).*</b> 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.	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider Title IX Referral Mandatory School-Based Threat Assessment Referral

✓, \* and \*\* See page #17, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<b>(SEC) Sexually Inappropriate Conduct.</b> 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.	Level D	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
<b>(SEH) Sexual Harassment.</b> A student shall not indulge in sexually-based behavior, which is unwelcome, repeated, or causes harm, that creates an intimidating, hostile, or offensive work or learning environment (RCW 28A.640.020(2)(f) and WAC 392-190-056); see OP 3205 and OP 5011.	Level E	✓	✓	✓	No	No	Consider Title IX Referral Consider School-Based Threat Assessment Referral
<b>(SHO) Shooting.*</b> A student shall not engage in any incident at a school that involves a shooting (regardless of whether anyone was hurt).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<b>(SKI) Skipping.</b> A student shall not deliberately skip school or class.	Levels A-C and Level D	✓	No	No	No	No	
<b>(TFT) Theft or Possession of Stolen Property.</b> A student shall not take or knowingly being in possession of stolen district property or property of others without permission (RCW 9A.56.020).	Level E	✓	✓	✓	No	No	
<b>(TOB) Tobacco Products and Delivery Devices.</b> District premises are tobacco-free properties; a student shall not use, sell, distribute, or possess any tobacco products and delivery devices (RCW 28A.210.310). Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, "vapor pens," hookahs, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances, and any other smoking equipment, device, materials or innovation.	Level D and Level E	✓	✓	✓	No	No	Prevention/ Intervention Referral <sup>11</sup>
<b>(TPF) Threats of Assault/Physical Attack With a Firearm or Explosive Device.*</b> A student shall not express the intention to inflict harm, injury or damage to another person with a firearm or explosive device. Student physically had a firearm or explosive device on school premises. Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act</u> ; WAC 392-400-820(1); and RCW 28A.600.420(1).	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<b>(TPO) Threats of Assault/Physical Attack Without a Weapon*</b> 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.)	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<b>(TPW) Threats of Assault/Physical Attack With a Weapon.*</b> 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.	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<b>(TRS) Trespass.</b> 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).	Level D	✓	✓	✓	No	No	Contact Safety & Security Department <sup>12</sup>

✓, \* and \*\* See page #17, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>(VIM) Violent Incidents With Major Injury.*</b>  <i>If this behavioral violation code is used, it must be attached to another behavioral violation code.</i>                      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.</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p><b>(VIO) Violent Incidents Without Major Injury.*</b>  <i>If this behavioral violation code is used, it must be attached to another behavioral violation code.</i>                      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.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p><b>SUBSTANCE ABUSE – DISTRIBUTION OR SALE (Codes ZDA and ZDP).</b>                      A student shall not distribute or sell contraband substances.</p> <p>▶ <b>(ZDA) Distribution or Sale of Alcohol.</b>                      District premises are alcohol-free properties; a student shall not distribute or sell alcohol on district properties.</p> <p>▶ <b>(ZDP) Distribution or Sale of Drug Paraphernalia.</b>                      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.”</p>	Level E	✓	✓	✓	No	No	Prevention/ Intervention Referral
<p><b>SUBSTANCE ABUSE – DISTRIBUTION OR SALE (Codes ZDM and ZDS).*</b>                      A student shall not distribute or sell contraband substances.</p> <p>▶ <b>(ZDM) Distribution or Sale of Marijuana.*</b>                      District premises are marijuana-free properties; a student shall not distribute or sell marijuana on district properties (RCW 69.50).</p> <p>▶ <b>(ZDS) Distribution or Sale of Illegal Drugs or Other Substances.*</b>                      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.</p>	Level F and Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Prevention/ Intervention Referral
<p><b>SUBSTANCE ABUSE – POSSESSION OR USE (Codes ZPA and ZPP).</b>                      A student shall not possess or use contraband substances.</p> <p>▶ <b>(ZPA) Possession or Use of Alcohol.</b>                      District premises are alcohol-free properties; a student shall not possess or use alcohol on district properties.</p> <p>▶ <b>(ZPP) Possession or Use of Drug Paraphernalia.</b>                      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.”</p>	Level E	✓	✓	✓	No	No	Prevention/ Intervention Referral

✓, \* and \*\* See page #17, for the “District Discipline Matrix Key”



# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>SUBSTANCE ABUSE – POSSESSION OR USE (Codes ZPM and ZPS).*</b></p> <p>A student shall not possess or use contraband substances.</p> <p>► <b>(ZPM) Possession or Use of Marijuana.*</b> District premises are marijuana-free properties; a student shall not possess or use marijuana on district properties. Suspicion of being under the influence of marijuana may be included if it results in disciplinary action (RCW 69.50).</p> <p>► <b>(ZPS) Possession or Use of Illegal Drugs or Other Substances.*</b> 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.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Prevention/ Intervention Referral
<p><b>(ZSF) Weapons: Distribution or Sale of Firearm or Explosive Device.*</b></p> <p>A student shall not distribute or sell any firearm or weapon parts or ammunition which are of an explosive nature in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. Dangerous weapons may include antique, commercially manufactured, or handmade items (RCW 9.41.280). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act</u>; WAC 392-400-820(1); and RCW 28A.600.420(1).</p> <p>As defined by the <i>Gun Free Schools Act</i>, 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.</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p><b>(ZSW) Weapons: Distribution or Sale of Weapons.*</b></p> <p>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.</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral

✓, \* and \*\* See page #17, for the “District Discipline Matrix Key”

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>(ZWF) Weapons: Possession of Other Firearm or Explosive Device.*</b></p> <p>A student shall not possess other firearms (as defined below) in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <a href="#">Gun-Free Schools Act; WAC 392-400-820(1)</a>; and <a href="#">RCW 28A.600.420(1)</a>.</p> <p><u>Other firearm</u> 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.</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p><b>(ZWH) Weapons: Possession of Handguns.*</b></p> <p>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 (<a href="#">RCW 9.41</a> and <a href="#">RCW 28A.600.420</a>). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <a href="#">Gun-Free Schools Act; WAC 392-400-820(1)</a>; and <a href="#">RCW 28A.600.420(1)</a>.</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p><b>(ZWK) Weapons: Possession of Knives, Daggers.*</b></p> <p>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 (<a href="#">RCW 9.41.250</a> and <a href="#">RCW 9.41.270</a>). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p><b>(ZWM) Weapons: Possession of Multiple Firearms.*</b></p> <p>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 (<a href="#">RCW 9.41</a>). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <a href="#">Gun-Free Schools Act; WAC 392-400-820(1)</a>; and <a href="#">RCW 28A.600.420(1)</a></p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral

✓, \* and \*\* See page #17, for the “District Discipline Matrix Key”

# DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions <sup>3</sup>						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p><b>(ZWO) Weapons: Possession of Other Weapons.*</b>                      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.</p> <p><u>Other weapon</u> is defined as: Anything used as a weapon that is <u>not</u> 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 (<a href="#">RCW 9.41.280</a>). See behavioral violation code (DBE) for obvious toy weapons, such as day-glo squirt guns.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p><b>(ZWR) Weapons: Possession of Rifles, Shotguns.*</b>                      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 (<a href="#">RCW 9.41</a> and <a href="#">RCW 28A.600.420</a>). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <a href="#">Gun-Free Schools Act</a>; <a href="#">WAC 392-400-820(1)</a>; and <a href="#">RCW 28A.600.420(1)</a>.</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral

✓, \* and \*\* See page #17, for the “District Discipline Matrix Key”

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

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

<sup>3</sup> The “Range of Potential Responses Based on Conditions, Limitations, and Interventions” includes “Emergency Removal”. A school district may immediately remove a student from the student’s current school placement. The school district must have sufficient cause to believe that the students’ 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.

<sup>4</sup> “Best Practices” refers to *best practices and strategies* the district identified that school personnel should administer before or instead of administering classroom exclusion, suspension, or expulsion to support students in meeting behavioral expectations in accordance with [WAC 392-400-110\(1\)\(e\)](#). Refer to OP [3241.21XE](#) “District Continuum of Discipline Responses” for an illustration of how best practices and strategies may be embedded in discipline operational procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with the matrix.

<sup>5</sup> The information under the “School Referrals and Protocols” column represents a list of school referrals and protocols that may be required under corresponding district operational procedures and is not to be interpreted as comprehensive.

<sup>6</sup> “School-Based Threat Assessment Referral” refers to operational procedures outlined in OP [3225](#) “School-Based Threat Assessment”.

<sup>7</sup> “HIB referral” refers to operational procedures outlined in OP [3207](#) “Harassment, Intimidation and Bullying (HIB) of Students Prohibited” in accordance with [RCW 29A.600.477](#) which may coincide with other responses such as a school-based threat assessment referral.

<sup>8</sup> “Title IX Referral” refers to operational procedures outlined in OP [3205](#) “Sexual Harassment of Students Prohibited” and OP [5011](#) “Sexual Harassment of District Staff Prohibited” in accordance with [Title IX of the Education Amendments of 1972](#), as well as state civil rights requirements regarding sex discrimination and sexual harassment under [RCW 28A.640](#) and [WAC 392-190](#).

<sup>9</sup> “Civil Rights Referral” refers to operational procedures outlined in OP [3210](#) “Discrimination of Students Prohibited” and OP [5010](#) “Nondiscrimination and Affirmative Action” in accordance with state nondiscrimination laws under [RCW 28A.640](#) and [RCW 28A.642](#), and [WAC 392-190](#).

<sup>10</sup> “Classroom Reassignment” refers to [RCW 28A.600.460\(2\)](#) provides that a student who commits an offense under that statutory provision “when the activity is directed toward the teacher, shall not be assigned to that teacher’s classroom for the duration of the student’s attendance at that school or any other school where the teacher is assigned.”

<sup>11</sup> “Prevention/Intervention Referral” refers to substance use prevention and intervention personnel or services available to the district, which may also include the “Substance Abuse Resources for Parents & Students” packets, or other behavioral health supports at the district or community level.

<sup>12</sup> Contact the Safety & Security department with information about the concern or issue.

# DISTRICT CONTINUUM OF DISCIPLINE RESPONSES (OP 3241.21XE)

## Administrative Level Continuum of Responses (Levels E-G Behavioral Violations)

### LEVEL G

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

### LEVEL F

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

### LEVEL E

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

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

### LEVEL D

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

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

### LEVELS A-C

#### LEVEL C

Behavioral violation involving unsuccessful Level B and Level A responses or repeated behavioral violations within the same school day.

Teacher or school personnel:

- Decides whether to request classroom support from school support staff.
- Confers with other school personnel as appropriate.
- Notifies and attempts to involve the parent/guardian in the resolution.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.

#### LEVEL B

Behavioral violation involving unsuccessful Level A responses or repeated behavioral violations within the same school day.

Teacher or school personnel:

- Reteaches behavioral expectations.
- Notifies the parent/guardian.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.

#### LEVEL A

Behavioral violation initially occurs.

Teacher or school personnel:

- Reteaches behavioral expectations.
- Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation.
- Documents interventions and monitors effectiveness.



# SCHOOL CALENDAR Yakima School District Number 7 2023-2024 INSTRUCTIONAL CALENDAR

**FOR DISTRICT  
UPDATES VISIT  
OUR WEBSITE**

AUGUST 2023 (8)							SEPTEMBER 2023 (20)							OCTOBER 2023 (21)							NOVEMBER 2023 (16)						
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						1	2	1	2	3	4	5	6	7				1	2	3	4
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
DECEMBER 2023 (13)							JANUARY 2024 (19)							FEBRUARY 2024 (14)							MARCH 2024 (21)						
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					1	2	3						1	2
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5*	6*	7*	8*	9*	10	3	4	5	6	7	8	9
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17	10	11	12	13	14	15	16
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20**	21	22	23	24	17	18	19	20	21	22	23
24/31	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29			24/31	25	26	27	28	29	30
APRIL 2024 (17)							MAY 2024 (20)							JUNE 2024 (11)							JULY 2024						
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				1	2	3	4							1		1*	2*	3*	4	5	6
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8*	9*	10*	11*	12*	13
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15*	16*	17*	18*	19*	20
21	22	23	24	25	26	27	19	20	21	22	23**	24	25	16	17	[18]	19	20**	21**	22	21	22*	23*	24*	25	26	27
28	29	30					26	27	28	29	30	31		23/30	24	25	26	27	28	29	28	29	30	31			

  Holidays & Breaks    
   Conference Days    
 \* Intersession/Sum. School    
 \*\* Snow Make-up Days    
   Prof. Development    
   Early Release-PD

**AUGUST**

**15-17** State Funded PD Days for Certified Employees - No School  
**18, 21** District Directed Days for Certified Employees - No School  
**[22]** First Day of Classes (full day)

**SEPTEMBER**

**4** Labor Day - No School  
**27** Early Release - Staff Professional Development

**OCTOBER**

**20** End of Quarter 1  
**23** First Quarter Break - No School  
**25** Early Release - Staff Professional Development

**NOVEMBER**

**6-9** Fall Conferences - Early Release K-12  
**10** Observation of Veteran's Day - No School  
**20-22** Fall Break  
**23** Thanksgiving Holiday - No School  
**24** Native American Heritage Day - No School  
**29** Early Release - Staff Professional Development

**DECEMBER**

**20-31** Winter Break - No School

**JANUARY**

**1-2** Winter Break - No School  
**15** Martin Luther King Jr Birthday - No School  
**19** End of Quarter 2 / Semester 1  
**22** Semester Break Day - No School  
**31** Early Release - Staff Professional Development

**FEBRUARY**

**5\*-9\*** Intersession - No School  
**19** President's Day - No School  
**20** Snow Make-up Day #1  
**28** Early Release - Staff Professional Development

**MARCH**

**5-8** Spring Conferences - Early Release K-12  
**27** Early Release - Staff Professional Development

**APRIL**

**1-5** Spring Break/Third Quarter Break - No School  
**12** End of Quarter 3  
**24** Early Release - Staff Professional Development

**MAY**

**23** Snow Make-up Day #2  
**24** No School  
**27** Memorial Day - No School  
**29** Early Release-Staff Professional Development

**JUNE**

**7** Treaty Day - No School  
**[18]** Last Day of Regular Classes – Early Release  
**18** End of Quarter 4 / Semester 2  
**19** Juneteenth/Emancipation Day Observed - No School  
**20-21** Snow Make-up Days #3 and #4

**JULY**

**1\* - 24\*** Summer School

Early Release: 11:15 a.m. Middle & High School; 12:00 p.m. Elementary  
**Lunch served on all Early Release days**

**Elementary/Middle School Quarters**

1st Quarter Ends	Oct. 20	43 days
2nd Quarter Ends	Jan. 19	47 days
3rd Quarter Ends	April 12	47 days
4th Quarter Ends	June 18	43 days

**High School Semesters**

1st Sem. Ends	Jan. 19	90 days
2nd Sem. Ends	June 18	90 days

Adopted 7/25/2023