

## STUDENT DISCIPLINE

### Introduction

The purpose of this student discipline procedure is to implement the district's student discipline policy as adopted by the district. These procedures are consistent with the district's student discipline policy, as well as all applicable federal and state laws.

### Definitions

For purposes of student disciplinary policy and procedures, the following definitions will apply:

- **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
- **“Best practices and strategies”** refers to other forms of discipline the district identified that school personnel should administer to support students in meeting behavioral expectations.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC 392-400-330 and 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.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW 28A.410.270, which states “cultural competency” includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students’ experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by a school district in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“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 392-400-530.
- **“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 392-400-480.
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and 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.
- **“Parent”** has the same meaning as in WAC 392-172A-01125, and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act

as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or a surrogate parent who has been appointed in accordance with WAC 3921-172A-05130. If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the "parent" of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.

- **"School Board"** means the governing board of directors of the local school district.
- **"School business day"** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the superintendent's office for the calendar day.
- **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
- **"Suspension"** means the 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 removals. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the district.
  - **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 consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.
  - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC 392-400-430 through 392-400-475.

### **Engaging with Families & Language Assistance**

The district will provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, school personnel will make every reasonable attempt to involve the student and parent in the resolution of behavioral violations.

The district will ensure that it provides all discipline related communications (oral and written) required in connection with this policy and procedure in a language the student and parent(s) understand. These discipline related communications include notices, hearings, conferences, meeting, plans, proceedings, agreements, petitions, and decisions. This effort may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents and students with communication disabilities. For parents who are unable to read any language, the district will provide written material orally.

### **Supporting Students with Best Practices and Strategies**

The district will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>. Each district school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

The district will ensure schools receive adequate support to effectively implement a continuum of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

Each school within the district will implement best practices and strategies consistent with this policy and procedure and the district's multi-tiered system of supports (MTSS) for behavior. In accordance with WAC 392-400-110(1)(e), the District has identified a continuum of best practices and strategies that school personnel should administer before, or instead of, exclusionary discipline to support students in meeting behavioral expectations (see 3241F).

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each district school will review the identified best practices and strategies as well as building discipline standards. The district will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

Unless a student's presence poses an immediate and continuing danger to others, or a student's presence poses an immediate and continuing threat of material and substantial disruption to the educational process, school personnel must first attempt one or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow this policy and procedure as well as building discipline standards.

Having sought the participation of school personnel, students, parents, families, and the community, the district has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered: see 3241P District Discipline Matrix.

The district will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these district definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the district policy. This

development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

### **Staff Authority and Exclusionary Discipline**

District staff members are responsible for supervising students immediately before and after the school day; during the school day; during school activities (whether on or off campus); on school grounds before or after school hours when a school group or school activity is using school grounds; off school grounds, if the actions of the student materially or substantially affect or interferes with the educational process; and on the school bus. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with the district's student discipline policy, district staff will administer discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible.

Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The superintendent has general authority to administer discipline, including all exclusionary discipline. The superintendent designates disciplinary authority to impose in-school suspension and short-term suspension to principals, assistant principals, and deans, to impose long-term suspension to principals, assistant principals, and deans, to impose expulsion to principals, assistant principals, and deans, and to impose emergency removal to principals, assistant principals, and deans.

### **Exclusions from Transportation or Extra-Curricular Activities and Detention**

The superintendent authorizes principals, assistant principals, and deans to administer other forms of discipline that exclude a student from transportation services or extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Students Experiencing Homelessness – Enrollment Rights and Services.

Authorized staff may administer lunch or afterschool detention for not more than thirty (30) minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

The district will not administer other forms of discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements. The district will not exclude a student from transportation services without providing access to alternative transportation the student needs to participate fully in regular educational services or educational services provided during suspension or expulsion.

Students and parents may challenge the administration of other forms of discipline, including exclusions from transportation or extra-curricular activities and detentions using the district's grievance procedures.

### **Classroom Exclusions**

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the district authorizes principals, assistant principals, and deans to administer classroom exclusion with the same authority and limits of authority as classroom teachers.

As stated in policy 3241, the superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Except for emergency circumstances, the teacher or other school personnel must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations before considering using classroom exclusion. Classroom exclusion may be administered for all or any portion of the balance of the school day. Classroom exclusion does not encompass removing a student from school, including sending a student home early or telling a parent to keep a student at home, based on a behavioral violation. Removing a student from school constitutes a suspension, expulsion, or emergency removal and must include the required notification and due process outlined in the procedures below.

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion. The district will not administer other forms of discipline or classroom exclusions, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Following the classroom exclusion of a student, the teacher (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it to the superintendent. Classroom exclusion under the behavioral violation category of "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. As noted above, the district must ensure that this notification is in a language and form (i.e. oral or written) the parents understand.

When the teacher or other authorized school personnel administers a classroom exclusion 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:

- a. The teacher or other school personnel must immediately notify the principal or the principal's designee; and
- b. The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the grievance procedures.

### **Grievance Procedures for Classroom Exclusion and Other Forms of Discipline**

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline has the right to an informal conference with the principal for resolving the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal will have opportunity to address issues and questions raised and to ask questions of the parent, student, and staff members.

If after exhausting this remedy the grievance is not yet resolved, the parent and student will have the right, upon two (2) school business days' prior notice, to present a written and/or oral grievance to the superintendent or designee. The superintendent or designee will provide the parent and student with a written copy of its response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or superintendent elects to postpone the disciplinary action.

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation and removal or suspension from school-provided transportation.

### **Student Disciplinary Board**

The board recognizes that when a student's behavior is subject to disciplinary action review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

### **Suspension and Expulsion – General Conditions and Limitations**

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. The district will not administer any discipline, including suspension and expulsion, in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the superintendent or designee must consider the student's individual circumstances and the nature of

the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the superintendent or designee within twenty-four (24) hours after the administration. Suspension or expulsion under the behavioral violation category of “other” is insufficient.

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student’s regular educational setting as soon as possible. Additionally, the district must allow the student to petition for readmission at any time. The district will not administer any discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or expulsion, the district may deny a student admission to, or entry upon, real and personal property that the district owns, leases, rents or controls. The district must provide an opportunity for students to receive educational services during a suspension or expulsion in accordance with WAC 392-400-610. The district will not suspend or expel a student from school for absences or tardiness.

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district may not preclude the student from returning to the student’s regular educational setting following the end of the suspension or expulsion, unless one of the following applies:

- a. The superintendent or designee grants a petition to extend a student’s expulsion under WAC 392-400-480;
- b. The change of setting is to protect victims under WAC 392-400-810; or
- c. Other law precludes the student from returning to their regular educational setting.

### **In-School Suspension and Short-Term Suspension – Conditions and Limitations**

The superintendent designates principals, assistant principals, and deans with the authority to administer in-school and short-term suspension. Before considering administering an in-school or short-term suspension, staff members must have first attempted one or more other forms of discipline to support the student in meeting behavioral expectations. Before administering in-school or short-term suspension, the district will consider the student’s individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in this policy and procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer in-school or short-term suspension for more than ten (10) cumulative school days during any academic term. For students in grades five through twelve, the district will not administer in-school or short-term suspension for more than fifteen (15) cumulative school days during any single semester, or more than ten (10) cumulative school days during any single trimester. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

The district will not administer in-school or short-term suspensions in a manner that would result in the denial or delay of a nutritionally adequate meal to a student.

When administering an in-school suspension, school personnel will ensure they are physically in the same location as the student to provide direct supervision during the duration of the in-school suspension. Additionally, school personnel will ensure they are accessible to offer support to keep the student current with assignments and course work for all of the student's regular subjects or classes.

### **Long-Term Suspensions and Expulsions – Conditions and Limitations**

Before administering a long-term suspension or an expulsion, district personnel must consider other forms of discipline to support the student in meeting behavioral expectations. The district must also consider the other general conditions and limitations listed above.

Unless otherwise required by law, the district is not required to impose long-term suspension or expulsion and may only administer long-term suspension or expulsion for specific severe behavioral violations. In general, the district strives to keep students in school, learning in a safe and appropriate environment. However, in accordance with the other parameters of this policy there are circumstances when the district may determine that long-term suspension or expulsion is appropriate for behavioral violations that meet the definitions provided under RCW 28A.600.015 (6)(a) through (d), which include:

1. Having a firearm on school property or school transportation in violation of RCW 28A.600.420;
2. Any of the following offenses listed in RCW 13.04.155, including;
  - any violent offense as defined in RCW 9.94A.030, including any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
  - manslaughter;
  - indecent liberties committed by forcible compulsion;
  - kidnapping;
  - arson;
  - assault in the second degree;
  - assault of a child in the second degree;
  - robbery;
  - drive-by shooting;
  - vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner;
  - any sex offense as defined in RCW 9.94A.030, which includes any felony violation of chapter 9A.44 RCW (other than failure to register as a sex offender in vio-



- lation of 9A.44.132), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
- any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280; or
  - unlawful possession or delivery, or both, of a controlled substance in violation of chapter 69.50 RCW.
3. Two or more violations of the following within a three-year period
    - Criminal gang intimidation in violation of RCW 9A.46.120;
    - Gang activity on school grounds in violation of RCW 28A.600.455;
    - Willfully disobeying school administrative personnel in violation of RCW 28A.635.020; and
    - Defacing or injuring school property in violation of RCW 28A.635.060; and
  4. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW 28A.600.015(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion.. Consistent with this policy and procedure, the district will work to develop definitions and consensus on what constitutes such an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

A long-term suspension may not exceed the length of an academic term. The district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

An expulsion may not exceed the length of an academic term, unless the superintendent grants a petition to extend the expulsion under WAC 392-400-480. The district is not prohibited from administering an expulsion beyond the school year in which the behavioral violation occurred.

In accordance with RCW 28A.600.420, a school district must expel a student for no less than one 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 superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW 9A.04.110) and displays 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. 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.

Except for a firearm violation under WAC 392-400-820, the district will not impose a long-term suspension or an expulsion for any student in kindergarten through fourth grade.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows policy and procedure 2161 – Special Education and Related Services for Eligible Students as well as this student discipline policy and procedure.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

### **Suspensions and expulsions – initial hearing**

Before administering any suspension or expulsion, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation and the principal or designee will conduct an informal initial hearing with the student to hear the student's perspective. At the initial hearing, the principal or designee must provide the student an opportunity to contact their parent(s), or, in the case of long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact their parent(s) to provide an opportunity for the parents to participate in the initial hearing in person or by telephone. The district must hold the initial hearing in a language the student and parents understand.

At the initial hearing, the principal or designee will provide the student:

- Notice of the student's violation of this policy;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

### **Suspensions and Expulsions – Notice**

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

No later than one (1) school business day following the initial hearing with the student, the district will provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email in a language and form the student and parents will understand. The written notice must include:

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

### **Emergency Removals – Conditions and Limitations**

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

The district must have sufficient cause to believe that the student’s presence poses:

- An immediate and continuing danger to other students or school personnel; or
- An immediate and continuing threat of material and substantial disruption of the educational process.

The district may not impose an emergency removal solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency removal, the phrase “immediate and continuing threat of material and substantial disruption of the educational process” means:

- 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
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

An emergency removal may not exceed ten consecutive school days. An emergency removal must end or be converted to another form of discipline within ten (10) school days from its start.

If the district converts an emergency removal to a suspension or expulsion, the district must:

- (a) Apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and
- (b) Provide the student and parents with notice and due process rights under WAC 392-400-430 through 392-400-480 appropriate to the new disciplinary action.

All emergency removals, including the reason the student’s presence poses an immediate and continuing danger to other students or school personnel, must be reported to the superintendent or designee within twenty-four (24) hours after the start of the emergency removal.

### **Emergency Removals - Notice**

After an emergency removal, the district must attempt to notify the student’s parents, as soon as reasonably possible, regarding the reason the district believes 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 education process.

Within twenty-four (24) hours after an emergency removal, the district will provide written notice to the student and parents in person, by mail, or by email. The written notice must include:

- The reason the student’s presence poses an immediate and continuing danger to students or school personnel, or poses an immediate and continuing threat of material and substantial disruption of the educational process;
- The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end;
- The opportunity to receive educational services during the emergency removal;
- The right of the student and parent(s) to an informal conference with the principal or designee; and

- The right of the student and parent(s) to appeal the emergency removal, including where and to whom the appeal must be requested.

### **Optional Conference with Principal**

If a student or the parent(s) disagree with the district's decision to suspend, expel, or emergency remove the student, the student or parent(s) may request an informal conference with the principal or designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

The principal or designee must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parent(s).

During the informal conference, the student and parent(s) will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion and to discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parent(s) to appeal the suspension, expulsion, or emergency removal, participate in a reengagement meeting, or petition for re-admission.

## **Appeals**

### **Requesting Appeal**

The appeal provisions for in school and short-term suspension differ from those for long-term suspension and expulsion. The appeal provisions for long-term suspension or expulsion and emergency removal have similarities but the timelines differ.

A student or the parent(s) may appeal a suspension, expulsion, or emergency ~~expulsion~~ removal to the superintendent or designee orally or in writing. For suspension or expulsion, the request to appeal must be within five (5) school business days from when the district provided the student and parent with written notice. For emergency removal, the request to appeal must be within three (3) school business days from when the district provided the student and parent with written notice.

When an appeal for long-term suspension or expulsion is pending, the district may continue to administer the long-term suspension or expulsion during the appeal process, subject to the following requirements:

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier;
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion; and
- If the student returns to school before the appeal is decided, the district will provide the student an opportunity to make up assignments and tests missed during the suspension or expulsion upon the student's return.

### **In-School and Short-Term Suspension Appeal**

For short-term and in-school suspensions, the superintendent or designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing.

The superintendent or 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. The written decision must include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parent(s) right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

### **Long-Term Suspension or Expulsion and Emergency Removal Appeal**

For long-term suspension or expulsion and emergency removals, the superintendent or designee will provide the student and parent(s) written notice in person, by mail, or by email, within one (1) school business day after receiving the appeal request, unless the parties agree to a different timeline. Written notice will include:

- The time, date, and location of the appeal hearing;
- The name(s) of the official(s) presiding over the appeal;
- The right of the student and parent(s) to inspect the student's education records;
- The right of the student and parent(s) to inspect any documentary or physical evidence and a list of any witnesses that will be introduced at the hearing;
- The rights of the student and parent(s) to be represented by legal counsel; question witnesses; share the student's perspective and explanation; and introduce relevant documentary, physical, or testimonial evidence; and
- Whether the district will offer a reengagement meeting before the appeal hearing.

For long-term suspension or expulsion, the student, parent(s) and district may agree to hold a reengagement meeting and develop a reengagement plan before the appeal hearing. The student, parent(s), and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

### **Hearings**

A hearing to appeal a long-term suspension or expulsion or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of student(s) and others involved, the district will hold hearing without public notice and without public access unless the student(s) and/or the parent(s) or their counsel requests an open hearing. Regardless of whether the hearing is open or closed, the district will make reasonable efforts to comply with the Family Educational Rights and Privacy Act (FERPA) concerning confidentiality of student education records.

When students are charged with violating the same rule and have acted in concert and the facts are essentially the same for all students, a single hearing may be conducted for them if the hearing officer believes that the following conditions exist:

- A single hearing will not likely result in confusion; and
- No student will have his/her interest substantially prejudiced by a group hearing.

If the official presiding over the hearing finds that a student's interests will be substantially prejudiced by a group hearing, the presiding official may order a separate hearing for that student. The parent and student have the right to petition for an individual hearing.

For long-term suspension or expulsion, the district will hold an appeal hearing within three (3) school business days after the superintendent or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

For emergency removal, the district will hold an appeal hearing within two (2) school business days after the superintendent or designee received the appeal request, unless the student and parent(s) agree to another time.

The district may designate a discipline appeal council to hear and decide any appeals in this policy and procedure or to review and reconsider a district's appeal decisions. A discipline appeal council must consist of at least three persons appointed by the district for fixed terms. All members of a discipline appeal council must be knowledgeable about the rules in Chapter 392-400 WAC and this policy and procedure. The district may also designate the superintendent or a hearing officer to hear and decide appeals. The presiding official(s) may not have been involved in the student's behavioral violation or the decision to suspend or expel the student.

Upon request, the student and parent(s) or their legal representative may inspect any documentary or physical evidence and list of any witnesses that the district will introduce at the appeal hearing. The district must make the information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing. The district may also request to inspect any documentary or physical evidence and list of any witnesses that the student and parent(s) intend to introduce at the appeal hearing. The student and parent(s) must make this information available as soon as reasonably possible, but no later than the end of the school business day before the appeal hearing.

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

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

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

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parent(s) provide them a copy of the recording.

For long-term suspension or expulsion, the presiding official(s) must base the decision solely on the evidence presented at the hearing. The presiding official(s) will provide a written decision to the student and parent(s) in person, by mail, or by email within three (3) school business days after the appeal hearing. The written decision must include;

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;

- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency removal, the district will provide a written decision to the student and parent(s) in person, by mail, or by email within one (1) school business day after the appeal hearing. The written decision must include:

- The findings of fact;
- A determination whether the student's presence continues to pose (i) immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process;
- Whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process consistent with the disciplinary action to which the emergency removal was converted; and
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.

### **Reconsideration of Appeal**

The student or parents may request the school board or discipline appeal council, if established by the district, review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency removals. This request may be either oral or in writing.

For long-term suspension, short-term suspension, or expulsion, the student or parent(s) may request a review within ten (10) school business days from when the district provided the student and parent(s) with the written appeal decision.

For emergency removal, the student or parent(s) may request a review within five (5) school business days from when the district provided the student and parent(s) with the written appeal decision.

- In reviewing the district's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.
- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

For long-term suspension, short-term suspension, or expulsion, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms, reverses, or modifies the suspension or expulsion;
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion; and
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

For emergency removal, the school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email, within five (5) school business days after receiving the request for review and reconsideration. The written decision must identify:

- Whether the school board (or discipline appeal council) affirms or reverses the school district's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency removal has not yet ended or been converted, whether the district will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the district converts the emergency removal to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392.400.430 through 392-400-480 consistent with the disciplinary action to which the emergency removal was converted.

### **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 or designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the superintendent or designee of:

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

The principal or designee may petition to extend an expulsion only after the development of a reengagement plan under WAC 392-400-710 and before the end of the expulsion. For violations of WAC 392-400-820 involving a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools, the principal or designee may petition to extend an expulsion at any time.



### **Notice**

The district will provide written notice of a petition to the student and parent(s) in person, by mail, or by email within one (1) school business day from the date the superintendent or designee received the petition. The written notice must include;

- A copy of the petition;
- The right of the student and parent(s) to an informal conference with the superintendent or designee to be held within five (5) school business days from the date the district provided written notice to the student and parent(s); and
- The right of the student and parent(s) to respond to the petition orally or in writing to the Superintendent or designee within five (5) school business days from the date the district provided the written notice.

The superintendent or designee may grant the petition only if there is substantial evidence that, if the student were to return to the student's previous school of placement after the length of an academic term, the student would pose a risk to public health or safety. The superintendent or designee must deliver a written decision to the principal, the student, and the student's parent(s) in person, by mail, or by email within ten (10) school business days after receiving the petition.

If the superintendent or designee does not grant the petition, the written decision must identify the date when the expulsion will end.

If the superintendent or designee grants the petition, the written decision must include:

- The date on which the extended expulsion will end;
- The reason that, if the student were to return before the initial expulsion end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent(s) to request a review and reconsideration. The notice will include where and to whom to make such a request.

### **Review and Reconsideration of Extension of Expulsion**

The student or parent(s) may request that the school board (or discipline appeal council, if established by the board) review and reconsider the decision to extend the student's expulsion. The student or parents may request the review orally or in writing within ten (10) school business days from the date the superintendent or designee provides the written decision.

The school board (or discipline appeal council) may request to meet with the student or parent(s) or the principal to hear further arguments and gather additional information.

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

The school board (or discipline appeal council) will provide a written decision to the student and parent(s) in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration. The written decision must identify:

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

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

The district will annually report the number of petitions approved and denied to the Office of Superintendent of Public Instruction.

### **Educational Services**

The district will offer educational services to enable a student who is suspended, expelled, or emergency removed to:

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

When providing a student, the opportunity to receive educational services during exclusionary discipline, the school must consider:

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

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include alternative schools or classrooms, tutoring (when available), and online learning. Any educational services in an alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received in the absence of exclusionary discipline.

As soon as reasonably possible after administering a suspension or expulsion, the district will provide written notice to the student and parents about the educational services the district will provide. The notice will include a description of the educational services and the name and contact information of the school personnel who can offer support to keep the student current with assignments and course work.

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

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

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

- Course work, including any assigned homework, from all of the student's regular subjects or classes;

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

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

## **Readmission**

### **Readmission Application Process**

The readmission process is different from and does not replace the appeal process. Students who have been suspended or expelled may make a written request for readmission to the district at any time. If a student desires to be readmitted at the school from which he/she has been suspended/expelled, the student will submit a written application to the principal, who will recommend admission or non-admission. If a student wishes admission to another school, he/she will submit the written application to the superintendent. The application will include:

- The reasons the student wants to return and why the request should be considered;
- Any evidence that supports the request; and
- A supporting statement from the parent or others who may have assisted the student.

The superintendent will advise the student and parent of the decision within seven (7) school days of the receipt of such application.

## **Reengagement**

### **Reengagement Meeting**

The reengagement process is distinct from a written request for readmission. The reengagement meeting is also distinct from the appeal process, including an appeal hearing, and does not replace an appeal hearing. The district must convene a reengagement meeting for students with a long-term suspension or expulsion.

Before convening a reengagement meeting, the district will communicate with the student and parent(s) to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s) a plan to reengage the student.

The reengagement meeting must occur:

- 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's return to school; or
- As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

### **Reengagement Plan**

The district will 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 district must consider:

- The nature and circumstances of the incident that led to the student's suspension or expulsion;
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- Shortening the length of time that the student is suspended or expelled;
- Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- 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.

The district must document the reengagement plan and provide a copy of the plan to the student and parents. The district must ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents understand.

### **Behavior agreements**

The district authorizes principals, assistant principals, and deans to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. Behavior agreements will also describe district actions planned to support students in meeting behavioral expectations. Behavior agreements may be supplemental to but will not replace best practices and strategies implemented at the classroom level to support students in meeting behavioral expectations. Behavior agreements entered into with students and parents under this section may not replace or negate provisions within a student's Individual Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan (BIP). The district will provide any behavior agreement in a language and form the student and parents understand, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964.

A behavior agreement does not waive a student's opportunity to participate in a reengagement meeting or to receive educational services. The duration of a behavior agreement must not exceed the length of an academic term. A behavior agreement does not preclude the district from administering discipline for behavioral violations that occur after the district enters into an agreement with the student and parents.

### **Exceptions for Protecting Victims**

The district may preclude a student from returning to the student's regular educational setting following the end date of a suspension or expulsion to protect victims of certain offenses as follows:

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the dura-

tion of the student's attendance at that school or any other school where the teacher is assigned.

- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

Management Resources:

2023 July Issue  
2019 August Issue  
2019 April Policy Alert  
2018 August Issue  
2016 July Issue  
2014 August Issue

Adoption Date: August 2015

Revised: March 17, 2017; October 16, 2019; June 19, 2024

# DISTRICT DISCIPLINE MATRIX

The South Kitsap 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 disciplinary measures are appropriate.

The Procedure (Policy) **3241** “District Discipline Matrix” represents a summary of **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 RCW 28A.600.420)</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 RCW 28A.600.420)</i>
	Yellow highlighted behavior codes indicate those behaviors which are prone to subjectivity and often lead to discipline disproportionality among student groups. When considering one of these offense codes, SKSD staff will be mindful that these offense codes necessitate attention to ‘vulnerable decision points,’ where staff should pause and think about any possible <b>bias</b> that may be at play.
<p><b>A continuum of discipline responses is described in greater detail at the end of this matrix. The levels of response include:</b></p> <ul style="list-style-type: none"> <li>• Response <b>Levels A-C</b> Teacher or School Personnel</li> <li>• Response <b>Level D</b> Classroom and Administrative Level</li> <li>• Response <b>Levels E, F &amp; G</b> Administrative Response</li> </ul>	

(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>
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
<b>Alcohol</b> Manufacturing, sale, purchase, transportation, possession, distribution, or consumption of intoxicating alcoholic beverages or substances represented as alcohol.	Level E	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement SAP Referral
<b>Alteration of Records/False Reporting/Forgery</b> Falsifying, altering, or destroying any school record or any communication between home and school, to include investigative reports.	Levels A-C and Level D	✓	✓	✓	No	No	
<b>Arson</b> Lighting a fire, causing any fire or explosion to be started, or setting fire to district, school, staff, or student property ( <b>RCW 9A.48.020</b> or <b>RCW 9A.48.030</b> ).	Level F	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement Mandatory School-Based Threat Assessment Referral
<b>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.	Levels A-C and Level D	✓	✓	No	No	No	

# DISTRICT DISCIPLINE MATRIX

(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>
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
<b>Bullying</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 <a href="#">RCW 28A.600.477(5)(b)(i)</a> . Bullying means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression or identity, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act: physically harms a student or damages the student's property; or has the effect of substantially interfering with a student's education; or is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school.	Level E	✓	✓	✓	No	No	Complete HIB Worksheet
<b>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 ( <a href="#">RCW 9A.52.010</a> - <a href="#">RCW 9A.52.060</a> ).	Level F	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement and SSEM
<b>Bus Conduct</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 ( <a href="#">Policy 6600</a> ).	Levels A-C and Level D	N/A	✓	✓	No	No	Consider bus suspension over school exclusion
<b>Cannabis</b> Unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, or transportation of cannabis.	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	SAP Referral Consider reporting to SSEM and Law Enforcement
<b>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 ( <a href="#">RCW 28A.635.060</a> )	Levels A-C and Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement
<b>Disruptive Conduct</b> Behaving in a way that materially or substantially interferes with or is detrimental to the orderly operation of school, school-sponsored events, or any other aspect of the educational process. Includes behavior or activities occurring off-campus that cause or threaten to cause a substantial disruption to the educational process on campus or impinge on the rights of the students or staff at school.	Levels A-C and Level D	✓	✓	No	No	No	
<b>Dress and Appearance</b> A student's dress and appearance that creates a material and substantial disruption of the educational process, as per District Policy and Procedure 3224: Prohibited conduct includes the use of obscene, sexual, alcohol, tobacco and other controlled substance drug-related messages and gang-related apparel.	Levels A-C and Level D	✓	✓	No	No	No	
<b>Drugs - (Illicit Substances; Not Cannabis)</b> Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance or violation of the district drug policy. Include the use, possession or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays).	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement SAP Referral

✓, \* and \*\* See page #25, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX

(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>
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
<b>Electronic Devices (including cell phones)</b> Failure to follow school rules regarding 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 (RCW 28A.320.135).	Levels A-C and Level D	✓	✓	No	No	No	
<b>Eloping/Skipping</b> Deliberately skipping school, class, or running from staff.	Levels A-C and Level D	✓	✓	No	No	No	
<b>Failure to Cooperate</b> Failure to comply with or follow reasonable, lawful directions or requests of teachers or staff. This includes, but is not limited to non-compliance, defiance and disrespect.	Levels A-C and Level D	✓	✓	No	No	No	
<b>Failure to Identify Self</b> A student's failure to, while on or in the vicinity of district or school premises or at a school-sponsored event, on buses and at bus stops, identify themselves appropriately to school personnel.	Levels A-C and Level D	✓	✓	✓	No	No	
<b>Fighting</b> Engaging in a physical altercation; 'mutual combat' with another. (For description of reasonable self-defense, see Student Discipline section)	Level D	✓	✓	✓	No	No	
<b>Firearms</b> Having a firearm on district or school property or district transportation in violation of <a href="#">RCW 28A.600.420</a> .	Levels A-C and Level D	N/A	N/A	N/A	N/A	Mandatory *	Report to Law Enforcement and SSEM Mandatory Community-Based Threat Assessment Referral
<b>Fireworks, Chemicals &amp; Incendiary 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	Consider reporting to SSEM and Law Enforcement Consider School-Based Threat Assessment Referral
<b>Gang Related.**</b> If this behavioral violation code is used, it must be attached to another behavioral violation code. A student is prohibited from any gang related activity with the purpose of violating the law, district operational procedures or school rules, or having a criminal intent or nature ( <a href="#">RCW 9A.46.120</a> or <a href="#">RCW 28A.600.455</a> ).  <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.  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 ( <a href="#">RCW 28A.600</a> ). 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.	Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider School-Based Threat Assessment Referral

✓, \* and \*\* See page #25, for the "District Discipline Matrix Key"



# DISTRICT DISCIPLINE MATRIX

(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>
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
<p><b>Harassment</b></p> <p>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 (<i>RCW 28A.642.010</i>).</p> <p>Sexual Harassment: A student shall not indulge in sexually-based behavior, which is unwelcome, repeated, or causes harm, that creates an intimidating, hostile, or offensive work or learning environment (<i>RCW 28A.640.020(2)(f)</i>) and <i>WAC 392-190-056</i>. Conduct or communication intended to be sexual in nature, is unwelcome by the targeted person(s) and has the potential to deny or limit another student(s) ability to participate in or benefit from a school's education program.</p> <p>Harassing conduct includes repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, or any offensive or abusive physical contact including, offensive jokes, innuendoes, compliments, cartoons, pranks and/or other verbal, visual, electronic communications (e.g. sexting), or physical conduct, including stalking. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed.</p>	Level E	✓	✓	✓	Grades 6-12 Only *	No	Consider School-Based Threat Assessment Referral
<p><b>Inappropriate Language/Profanity</b></p> <p>Any inappropriate language or crude reference to anatomical parts, sexual acts, sexual orientation, or bodily fluids including excrement; A student is forbidden from using vulgar, obscene or profane language, whether spoken, in writing, or by gesture.</p>	Levels A-C and Level D	✓	✓	No	No	No	
<p><b>Inhaling Toxic Fumes (RCW 9.47A)</b></p> <p>Intentionally smelling or inhaling, or possessing for the purpose of smelling or inhaling, or selling, offering to sell, delivering, or giving with knowledge that it will be used for smelling or inhaling, the fumes of any type of substance defined in <i>RCW 9.47A.010</i> or to induce any other person to do so, for the purpose of causing a condition of, or inducing symptoms of intoxication, elation, euphoria, dizziness, excitement, irrational behavior, exhilaration, paralysis, stupefaction, or dulling of the senses of the nervous system, or for the purpose of, in any manner, changing, distorting, or disturbing the audio, visual, or mental processes.</p>	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	SAP Referral
<p><b>Interference with School Authorities</b></p> <p>Misrepresenting, lying, concealing evidence/information, verbally or physically impeding, intimidating or interrupting an investigatory process involving self or others, or otherwise hindering an investigation of an infraction or crime on campus or at a school sponsored event.</p>	Levels A-C and Level D	✓	✓	✓	Grades 6-12 Only *	No	
<p><b>Intimidation/Non-Sexual Harassment</b></p> <p>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.</p>	Level E	✓	✓	✓	Grades 6-12 Only *	No	Complete HIB Worksheet

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# DISTRICT DISCIPLINE MATRIX

(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>
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
<b>Intimidation: Hazing</b> Any humiliating or dangerous activity expected of a student to belong to a group, regardless of their willingness to participate.	Level E	✓	✓	✓	Grades 6-12 Only *	No	Complete HIB Worksheet
<b>Incitement</b> Inciting to Fight/Contributing to a Disruptive Situation: The intentional promotion, advocacy, or recording of student misbehavior by another student for the purpose of substantially disrupting any school function or classroom.	Levels A-C, Level D and Level E,	✓	✓	✓	No	No	Consider HIB Worksheet
<b>Overt Affection/Lewd or Sexual Behavior</b> 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.	Level D	✓	✓	✓	No	No	
<b>On/Off Campus Events and Activities</b> Specific rules and expectations for student behavior are annually produced and are contained in associated student body (ASB) constitutions, <u>Student, Family, and Staff Handbook</u> , school building rules, and/or in the student <u>Athletic Handbook</u> . A student violating the rules set forth in these publications is deemed to be student misconduct.	Levels A-C and Level D	✓	✓	✓	No	No	
<b>Physical Aggression</b> Attempting to cause physical injury or intentionally behaving in such a way as could reasonably be expected to cause physical injury to any person (for example, pushing but not punching). For younger students, this may include hitting, kicking, etc. when the intent is not to harm.	Levels A-C and Level D	✓	✓	No	No	No	
<b>Plagiarism</b> All forms of cheating, plagiarism and fabrication, including submitting any work product that the student misrepresents as his or her work product for fulfilling any assignment or task required as part of the student's course of studies. This includes the unauthorized use of electronic devices, artificial intelligence, the use of unauthorized material or unauthorized communication of any kind during testing, and the aiding and abetting of academic dishonesty of others.	Levels A-C and Level D	No	No	No	No	No	Student to rework assignment / assessment with increased supervision
<b>Paraphernalia (Possession/Use)</b> Possessing or using any devices (e.g. e-cigarettes, electronic hookahs, vaporizers, etc.) that may be used to deliver a banned or controlled substance such as tobacco, nicotine, drugs and/or alcohol. Paraphernalia also includes any item that can be used to ingest or conceal tobacco, drugs and/or alcohol. All paraphernalia items will be assessed the same, regardless of the substance.	Level G	✓	✓	✓	Grades 6-12 Only *	No	SAP Referral
<b>Prohibited or Misuse of District Network &amp; Digital Resources</b> Using the District network for commercial, political, illegal, indecent, disruptive, or personal entertainment use as defined in the Student Acceptable Use Procedures (District policy 2022). This includes any attempt to defeat or bypass the District's Internet filter or conceal Internet activity (e.g. proxies, https, special ports, modifications to District browser settings, logging into a remote computer from the District network, and any other techniques designed to evade filtering or enable the publication of inappropriate content).	Level E	✓	✓	No	No	No	Consider restricting use of 1:1 device and/or imposing limitations

✓, \* and \*\* See page #25, for the "District Discipline Matrix Key"

# DISTRICT DISCIPLINE MATRIX

(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>
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
<b>Restricted Area Violation/Trespass</b> Student presence in areas on campus or district property that are restricted due to lack of adult supervision or other safety reasons or after receipt of No Trespass Warning ( <i>RCW 9A.52.070 - RCW 9A.52.090</i> and <i>RCW 9A.84.020</i> ).	Level D	N/A	No	No	No	No	Consider reporting to SSEM & Law Enforcement and Trespass Warning
<b>Robbery*</b> Unlawfully taking personal property from an individual against their will by the use or threatened use of immediate force, violence, or fear of injury to that person or their property ( <i>RCW 9A.56.190</i> and <i>RCW 9A.56.200</i> or <i>RCW 9A.56.210</i> ).	Level G	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement and SSEM Consider School-Based Threat Assessment Referral
<b>Sexually Inappropriate Conduct</b> Inappropriate sexual behavior, or sexually aggressive behavior, including obscene gesturing, sexual touching self or other person, exposing body parts or disrobing.	Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	
<b>Slurs</b> A “slur” is speech, for example, epithets, threats, verbal abuse, use of profanity or derogatory comments, includes spreading rumors, jokes, notes, stories, graffiti, drawings, pictures or gestures, that make reference to real or perceived ethnicity, national origin, immigrant status, religious belief, gender, sexual orientation, age, disability, political affiliation, manner of speech, or any other physical or cultural characteristics.	Level D, Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	Complete HIB Worksheet
<b>Tobacco</b> District premises are tobacco-free properties; a student shall not use, sell, distribute, or possess any tobacco products, to include cigarettes, chewing tobacco, and tobacco pouches ( <i>RCW 28A.210.310</i> ).	Level D and Level E	✓	✓	No	No	No	SAP Referral <sup>11</sup>
<b>Theft/Possession of Stolen Property</b> Taking school district property or the property of another without permission. This includes knowingly possessing, concealing, selling or disposing of stolen property. ( <i>RCW 9A.56.020</i> ).	Level E	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement
<b>Threats of Violence*</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. A student shall not threaten to bomb, shoot or communicate or repeat any information concerning such a threat of bombing or injury, knowing such information to be false ( <i>RCW 9.61.160</i> ) (Note: If the behavior meets the definition of Bullying or Discriminatory Harassment, then those codes should be used.)	Level D, Level E, Level F and Level G	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement Consider School-Based Threat Assessment Referral
<b>Uncivil Behavior</b> Behavior such as name calling, inappropriate gestures, symbols, comments, insults, put-downs that does not meet the definition of Harassment, Intimidation, and Bullying (HIB).	Levels A-C and Level D	✓	✓	No	No	No	
<b>Unsafe Behavior</b> Behavior such as rough housing, throwing items, playground misconduct, or other unsafe actions that, while not intended to, could cause bodily harm to self or others.	Levels A-C and Level D	✓	✓	No	No	No	

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# DISTRICT DISCIPLINE MATRIX

(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>
	Follow additional protocols for students with special needs, IEPs, 504s, etc.						
<b>Verbal Aggression</b> Behavior that includes verbal threats, screaming at, or cursing others. This must be more severe than inappropriate language or uncivil behavior but does not meet the definition of Harassment, Intimidation, and Bullying (HIB).	Levels A-C and Level D	✓	✓	No	No	No	
<b>Violent Incidents With Major Injury*</b> A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples: sexual assault, stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.	Level G	✓	✓	✓	Grades 6-12 Only *	No	Report to Law Enforcement and SSEM Mandatory  School-Based Threat Assessment Referral
<b>Violent Incidents Without Major Injury*</b> A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples: sexual assault, stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.	Level F and Level G	✓	✓	✓	No	No	Consider reporting to SSEM and Law Enforcement  Consider School-Based Threat Assessment Referral
<b>Weapons: Possession of Knives, Daggers*</b> A student shall not possess any dagger, sword, knife (fixed, spring, or centrifugal thrust, pocket knife, box cutter) or other cutting or stabbing instrument, capable of producing bodily harm, in a manner, under circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for safety of other persons (RCW 9.41.250 and RCW 9.41.270). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.	Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement  Consider School-Based Threat Assessment Referral
<b>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.  <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 box cutters, chains, pipes, razor blades or similar instruments with sharp cutting edges (scissors); ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants (RCW 9.41.280).	Level F	✓	✓	✓	Grades 6-12 Only *	No	Consider reporting to SSEM and Law Enforcement  Consider School-Based Threat Assessment Referral

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# DISTRICT CONTINUUM OF DISCIPLINE RESPONSES

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

LEVELS A-C

**LEVEL A**  
Problem behavior initially occurs. Teacher or school personnel:

- Common low-level responses:
  - Regulate first (self and student)
  - Connect before correct (redirect/relate)
  - Visual or verbal redirection
  - Ask vs. Tell
  - “Do” vs. “Don’t”
  - Write a post-it note
  - Non-verbal cue
  - Ask student for help (job)
  - Proximity
- 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.

**LEVEL B**  
Problem behavior involving unsuccessful Level A responses or repeated problem behaviors within the same school day. Teacher or school personnel:

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

**LEVEL C**  
Problem behavior involving unsuccessful Level B and Level A responses or repeated problem behaviors over a series of school days. Teacher or school personnel:

- Implements **Early Stage Interventions** regarding the repeated problem behavior.
- 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.
- Documents interventions and monitors effectiveness.

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

LEVEL D

- Teacher or school personnel implement Level C continuum of responses as appropriate.
- Teacher or school personnel notifies administrator of problem behavior.
- Reference the “School Referrals and Protocols” column in 3241F “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.

LEVEL D CONT.

- Administrator invites the student to share their perspective and explanation regarding the behavioral violation.
- Attempt other forms of discipline (i.e. restorative practices, etc.).
- Document all school referrals and protocols, other forms of discipline attempted, and actions.
- If considering exclusion of Special Education student, confer with Special Education Administrator and check for cumulative exclusion days.

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

*While determining whether a school exclusion is appropriate, be sure to consider whether the problem behavior may be manifestation of a disability, or other environmental factors.*

LEVEL E

- Reference the “School Referrals and Protocols” column in 3241F “District Discipline Matrix”.
- Investigate evidence of problem behavior.
- 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.
- Confer with Assistant Superintendent of Student Achievement and Law Enforcement, as appropriate.
- Attempt other forms of discipline (i.e. restorative practices, behavior agreement, etc.).
- Document all school referrals and protocols, other forms of discipline attempted, and actions.
- If considering exclusion of Special Education student, confer with Special Education Administrator and check for cumulative exclusion days.

LEVEL F

- Take actions outlined in Level E.
- Complete Threat Response Pre-Screening/Dismissal Form or School-Based Threat Assessment
  - If Threat Assessment is warranted, notify SSEM and SRO
  - When Threat Assessment is completed, create and implement intervention/safety/support plan

LEVEL G

- Take actions outlined in Level E.
- Mandatory School-Based Threat Assessment
  - Notify SSEM and SRO
  - Create and implement intervention/safety/support plan