



Yakima
SCHOOL DISTRICT
DISTRITO ESCOLAR

2024-2025

STUDENT, FAMILY, & STAFF

HANDBOOK

VOLTEAR PARA ESPAÑOL



**FOR DISTRICT
UPDATES VISIT
OUR WEBSITE**

YAKIMA SCHOOL DISTRICT

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

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Dr. Trevor Greene

Superintendent
Secretary to the Board

LETTER FROM THE SUPERINTENDENT

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

Welcome to the 2024-2025 school year! I am excited to greet all of you and start another year of learning, growing, and working together. Whether you're returning to our schools, joining us as a new student, or part of our dedicated staff, I am so glad to have you as a member of our Yakima School District family. We have been getting ready to welcome you back, and our schools are all set to provide a safe, inclusive, and inspiring environment for your success. Our teachers and staff have been working hard over the summer to make sure everything is ready for you.

This year, we are emphasizing the importance of parent and family involvement in our school community. Our Parent Advisory Council plays a crucial role in ensuring that parent voices are heard and valued. We believe that strong partnerships between families and schools are essential for student success. Your input helps shape the policies and programs that impact your child's education. We encourage you to get involved, share your perspectives, and collaborate with us to create the best possible learning environment for our students.

Please take the time to read the Yakima School District Student, Family, and Staff Handbook for the 2024-2025 school year. This handbook is a valuable resource that explains our school district's rules, procedures, and expectations. Understanding these guidelines helps us maintain a strong partnership between home and school.

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

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

Best wishes,

Dr. Trevor Greene
Proud Superintendent of the Yakima School District

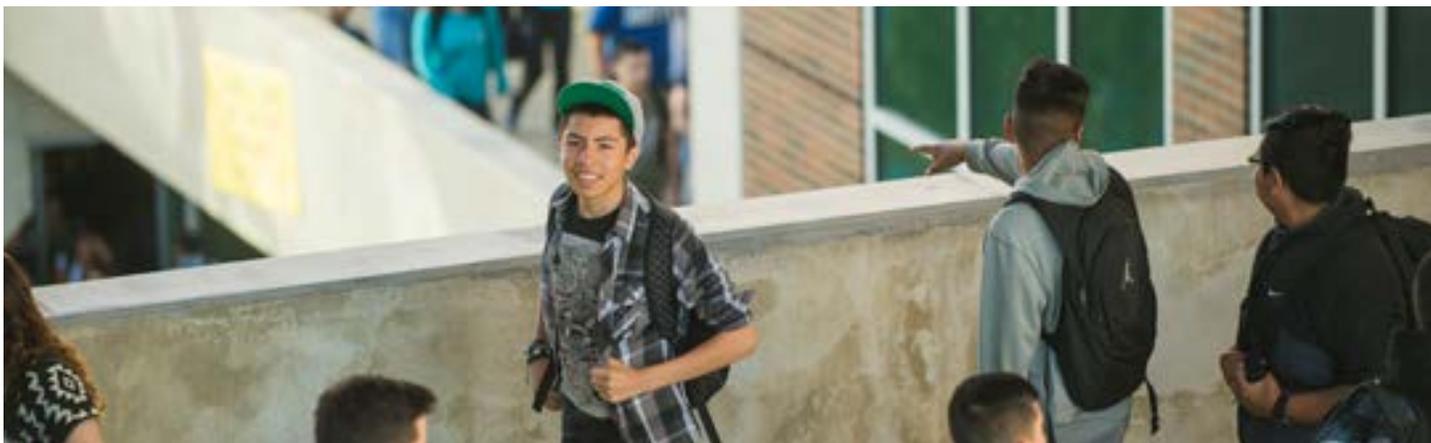
Nondiscrimination Statement: "Yakima School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: **Civil Rights Compliance Coordinator:** Olivia Martinez, Human Resources Labor Relations Program Manager, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7028, martinez.olivia@ysd7.org; **Title IX Coordinator (Students):** Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, santoy.omar@ysd7.org; **Deputy Title IX Coordinator (Students):** Erin Thomas, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7261, thomas.erin@ysd7.org; **Deputy Title IX Coordinator (Non-Students):** Shawn Orminski, Assistant Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7263, orminski.shawn@ysd7.org; **Title IX Coordinator (Non-Students):** Olivia Martinez, Human Resources Labor Relations Program Manager, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7028, martinez.olivia@ysd7.org; **Section 504/ADA Coordinator (Students):** Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, santoy.omar@ysd7.org; **ADA Coordinator (Non-Students):** Christopher Miller, Director of Human Resources, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7066, miller.christopher@ysd7.org. Individuals with disabilities who require assistance or special arrangements to attend a program or activity sponsored by the Yakima School District should contact the appropriate **Americans with Disabilities Act (ADA) Coordinator** 24 hours in advance of the event to inquire about reasonable accommodation. Deaf, deaf-blind, hard of hearing, and/or speech impaired individuals may access Washington Relay Services by calling 7-1-1 or 1-800-833-6388."

ABOUT THIS HANDBOOK

The Yakima School District's Student, Family, & Staff Handbook is an annual publication of the District, satisfying [WAC 392-400-110\(3\)](#) requirements for distribution of District discipline operational procedures along with fulfilling other legal notice requirements. The handbook is provided electronically to students, families, and staff in August. Additionally, copies of the handbook are distributed to each school to be displayed in the office. Complete copies of District operational procedures are available on the District website at www.ysd7.org. The handbook is prepared by a consortium of Yakima School District departments and Omar Santoy, Executive Director of Student Services.

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STUDENT ATTENDANCE (OP 3122)

ATTENDANCE MATTERS!

YSD GOAL IS 95% BY 2026

Our 2026 community commitment is: *“At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.”*

OUR STRATEGIC PLAN PROVIDES FIVE REASONS WHY ATTENDANCE MATTERS:



Developing a Strong Foundation in the Early Years

Students who attend every day meet state criteria for kindergarten readiness: early reading, math abilities, and social-emotional skills.



Empowered, Connected, Supported & Engaged

Students who attend every day feel empowered, safe and connected to other students and adults at school.



Equitable Opportunity to Achieve Core Mastery & Critical Thinking

Students who attend every day have a greater opportunity to meet Washington State standards.



Bilingual, Biliterate by Graduation

Students who attend every day will have the opportunity to improve dual language skills.



Persistence through Graduation and Beyond

Students who attend every day are more likely to graduate on time and be better prepared for learning after high school and future jobs.

Making sure your student is in school every day is one of the most powerful ways you can prepare your student for success—both in school and in life.

It is vital that students arrive on time to school on a daily basis and remain in school for the entire length of the school day.

START & DISMISSAL TIMES

The Yakima School District start and dismissal times for classes are listed below:

SCHOOL	CLASSES START	CLASSES DISMISSED
Elementary	8:45 a.m.	Tuesday – Friday: 3:15 p.m.; Monday Early Release: 2:15 p.m.
Middle	8:00 a.m.	Tuesday – Friday: 2:35 p.m.; Monday Early Release: 1:35 p.m.
High	8:00 a.m.	Tuesday – Friday: 2:35 p.m.; Monday Early Release: 1:35 p.m.

The school calendar is included for your reference on the following page of this handbook.

If you would like more information, please contact your student’s school or Student Services at (509) 573-7265.

2024-2025 SCHOOL CALENDAR

INSTRUCTIONAL CALENDAR

Yakima School District Number 7

FOR DISTRICT
UPDATES VISIT
OUR WEBSITE

AUGUST 2024 (7)							SEPTEMBER 2024 (20)							OCTOBER 2024 (23)							NOVEMBER 2024 (17)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
18	19	20	21	[22]	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30

DECEMBER 2024 (15)							JANUARY 2025 (19)							FEBRUARY 2025 (14)							MARCH 2025 (21)						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4							1							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18*	19*	20*	21*	22	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31	23	24	25	26	27	28	23	24	25	26	27	28	29		

APRIL 2025 (17)							MAY 2025 (19)							JUNE 2025 (8)							JULY 2025							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7				1*	2*	3*	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	[12]	13**	14	6	7*	8*	9*	10*	11*	12	
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14*	15*	16*	17*	18*	19	
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23*	24*	25*	26*	27*	28	20	21	22	23	24	25	26	
27	28	29	30				25	26	27	28	29**	30	31	29	30*						27	28	29	30	31			

Holidays & Breaks
 Conference Days
 Intersession/Sum. School
 Snow Make-up Days
 Prof. Development
 Half Day-PD

AUGUST

- 15-16, 19 State Funded PD Days - No School
- 20-21 District Directed Days - No School
- [22] First Day of Classes (full day)

SEPTEMBER

- 2 Labor Day - No School
- 25 Half Day - Staff Professional Development

OCTOBER

- 24 End of Quarter 1
- 28-29, 31 Fall Conferences - Half Day K-12
- 30 Half Day - Staff Professional Development

NOVEMBER

- 1 Fall Conferences - Half Day K-12
- 11 Veteran's Day - No School
- 27-28 Thanksgiving Break - No School
- 29 Native American Heritage Day - No School

DECEMBER

- 11 Half Day - Staff Professional Development
- 23-31 Winter Break - No School

JANUARY

- 1-3 Winter Break - No School
- 15 End of Quarter 2 / Semester 1
- 20 Martin Luther King Jr. Day - No School
- 29 Half Day - Staff Professional Development

FEBRUARY

- 14** Snow Make-up Day #1 / Intersession
- 17 Presidents' Day - No School
- 18*-21* Intersession - No School
- 26 Half Day - Staff Professional Development

MARCH

- 24-25, 27-28 Spring Conferences - Half Day K-12
- 26 Half Day - Staff Professional Development
- 28 End of Quarter 3

APRIL

- 7-11 Spring Break - No School
- 30 Half Day - Staff Professional Development

MAY

- 21 Half Day - Staff Professional Development
- 26 Memorial Day - No School
- 29** Snow Make-up Day #2
- 30 State Track Obligation - No School

JUNE

- 6 Treaty Day - No School
- [12] Last Day of Regular Classes - Half Day
- 12 End of Quarter 4 / Semester 2
- 13** Snow Make-up Day #3
- 19 Juneteenth Day of Observance
- 23* Summer School Begins

JULY

- 4 Independence Day - No School
- 18* Summer School Ends

Monday Early Release: 1:35 p.m. MS & HS; 2:15 p.m. Elem
 Conference & PD Half Day: 11:15 a.m. MS & HS; Noon Elem
 **If not needed, snow make-up days will be no-school days.

Elementary/Middle School Quarters

1st Quarter Ends	Oct. 24	45 days
2nd Quarter Ends	Jan. 15	45 days
3rd Quarter Ends	March 28	45 days
4th Quarter Ends	June 12	45 days

High School Semesters

1st Sem. Ends	Jan. 15	90 days
2nd Sem. Ends	June 12	90 days

Board Approved 5/20/24

IMPORTANT INFORMATION NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES

Asbestos is under a continuous surveillance program to ensure that there are no asbestos problems or danger to students and employees. To see the Yakima School District's Asbestos Management Plan, contact the Maintenance & Operations department at (509) 573-7098.

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

Absences may be pre-arranged in cases where parent(s)/guardian(s) have a compelling reason to have students out of school if absence reason does not fit the approved excuses described above. If approved by the principal, it enables the student to continue school work with excused absences. Contact your school or telephone (509) 573-7265 for assistance. [Operational Procedure (OP) **3122**]

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

Child abuse is reported to proper authorities if reasonable cause exists as required by state law. All staff are mandated reporters and must report at the first opportunity but in no case longer than 48 hours. Child interview is provided to Child Protective Services (CPS) and law enforcement. Only law enforcement is able to remove a child from the school. Contact your school for assistance. (**OP 3421**)

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

Child Find, an IDEA mandate, seeks to find children who need special education and related services. School districts shall conduct child find activities calculated to reach all students with a suspected disability for the purpose of locating, evaluating and identifying students who are in need of special education and related services, regardless of the severity of their disability. The child find activities shall extend to students residing within the school district boundaries, whether or not they are enrolled in the public school system. Telephone (509) 573-7260 for assistance with Section 504 or (509) 573-5091 for assistance with Special Education Services.

Child Nutritional Programs are provided under the Community Eligibility Provision (CEP) which allows all children to receive a breakfast and lunch daily at no cost to all enrolled students without collecting household applications. Anything above and beyond the provided meal will need to be paid for at the time of purchase or preloaded on an account. Telephone (509) 573-7145 for assistance. (**OP 6700**)

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

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

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

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

This institution is an equal opportunity provider.

Telephone (509) 573-7145 for assistance.

College & Career Readiness/High School Opportunities for College Credit. Yakima School District offers six programs that allow students to take courses and earn both high school and college credit at the same time. These courses also count towards the completion of their high school graduation requirements.

IMPORTANT INFORMATION

NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES CONT.

• *Students take approved college courses and engage in college-level learning in their high school classes.*

Advanced Placement (AP)	Eisenhower
International Baccalaureate (IB)	Davis
Yakima Valley Tech Center (YV-TECH)	YV-TECH (½ day at high school & ½ day at YV-TECH)
College in the High School (CiHS)	Davis, Eisenhower, YV-TECH
CTE Dual Credit (CTE Tech Prep)	Davis, Eisenhower, Stanton, YV-TECH

• *Students take approved college courses on the local Yakima Valley College campus. Transportation: not provided.*

Running Start (RS)	Yakima Valley College campus
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See high school counselor or telephone (509) 573-5501 for assistance. (OP 2415)

Communication devices/personal electronic devices (including cell phones)

are not permitted during the school hours for students in grades P-12. If a parent or guardian wishes his/her child to have a cell phone, it must remain out of sight and turned OFF. It may be turned on and operated only before and after the regular school day unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device. One exception to the procedure for students in grades 9-12 may be during their assigned lunch period (each school will make this determination). Telephone (509) 573-2901 for assistance. (OP 3208)

Family Income Survey information is collected from families to ensure all students have equitable access to a high-quality public education. Schools receive additional education funding based on the number of enrolled students who are from households that are at or below designated income levels. Families who receive food or TANF benefits from DSHS, the Migrant Department, homeless students or other categorical eligible programs do NOT need to fill this form out. These forms are mailed out to the families who do not receive benefits from any of the above categories.

The Family Income Survey collects one form per household, which includes income information that is used to see what additional funding the school might qualify for. The information provided may also qualify your student for additional support. Telephone (509) 573-7098 for assistance.

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

Grade level placement is governed by procedure. Parent(s)/guardian(s) are notified by the school if a student risks non-promotion; an accelerated learning plan (ALP) for promotion activities will be created at specified intervals. Telephone (509) 573-7011 for assistance. (OP 2421)

Health services are provided by school certified registered nurses and classified health services support staff that are trained to work with students who have been exposed to disease, seriously ill, injured or facing emergencies. If there is an emergency, the following occurs in this order: (1) student is stabilized, (2) emergency care is given, (3) 911 is called, and (4) parent(s)/guardian(s) are contacted. Medications, equipment, and any necessary supplies are the financial responsibility of parent(s)/

guardian(s). Students with life-threatening conditions must have all medical support and health care plans in place before entry in school. Telephone (509) 573-5000 for assistance. (OP 3410)

Immunizations must be current for student attendance. A student who is non-compliant on the first day of attendance, or when a complete records check has been done, shall be excluded from attending class following parent/guardian notification. RCW 28A.210.060-170

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

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

State law, RCW 28A.210.080, requires that schools provide parent(s)/guardian(s) of students in grades 6-12 with information about Human Papillomavirus (HPV) and Meningococcal disease. When exposed to HPV most people never develop health issues. However, those infected may never have symptoms but can develop cervical, anal, vulvar, mouth, or throat cancer. It is mainly spread through sexual contact. Meningococcal virus can cause symptoms including fever, cough, headache and rash. It can cause meningitis (swelling of the covering of the brain and spinal cord). It spreads through close contact with an infected person. Vaccines for both HPV and Meningococcal disease are *not required* for school attendance. Please speak with a licensed health care professional about getting these vaccines for your student. You can get more information regarding HPV and Meningococcal disease at www.cdc.gov/meningococcal and www.doh.wa.gov/hpv. Contact your school nurse or telephone (509) 573-5000 for assistance. (OP 3413)

Language Access Program. The Yakima School District recognizes the importance of effective communication with all parent(s)/guardian(s), regardless of their English proficiency, to experience meaningful and equitable access to District information, programs, services, and engagement. The Yakima School District will provide language assistance services to persons with limited English proficiency free of charge. Contact Language Access at (509) 573-7115. Website: www.yisd7.org/languageaccess (OP 4218)

Life-threatening health conditions and medications are governed by state law; required forms need to be completed and turned in before the first day of school to allow for an individualized care plan to be put into place for the student's health and safety. Students must have appropriate medication and/or treatment orders in place with all medications, supplies and equipment present at school prior to the student starting classes. Parent(s)/guardian(s) must provide these unless the district is required to provide them as a related service under federal law. Failure in these law-required steps will result in exclusion from school until the steps are accomplished. Telephone (509) 573-5000 for assistance. (OP 3418)

IMPORTANT INFORMATION NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES CONT.

McKinney-Vento Act is a federal law that protects the educational rights of homeless students to eliminate barriers to the enrollment, retention, and success of homeless students; and to ensure they receive equal access to the same free, appropriate public education as is provided to other students. Telephone (509) 573-7266 for assistance. **(OP 3115)**

Medications, including prescribed and over the counter, may be dispensed at school under supervised conditions. The district assists students in difficult medical situations; however, administration of medication is strictly regulated by state law and procedure. Medications at school require completion of form **OP 3416.1X**. Any changes in medication or treatment needs must be communicated to YSD Health Staff by parent(s)/guardian(s). Contact your school office manager, health services staff, or telephone (509) 573-5000 for assistance. **(OP 3416)**

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

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

Protection of Pupil Rights Amendment (PPRA) affords parent(s)/guardian(s) certain rights regarding the district's conduct of surveys, collection and use of information for marketing purposes and certain physical exams. For more information visit <https://studentprivacy.ed.gov/topic/protection-pupil-rights-amendment-ppra>.

Registration of students happens at school buildings and the district office. Telephone (509) 573-7021 for assistance. **(OP 3131)**

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

Special education works with Child Find activities and responds to requests for assessment of a student for its services. Parent(s)/guardian(s) of children with disabilities must receive a copy of procedural safeguards one time a year (and upon initial referral or parental request for an evaluation) and upon filing a request for due process hearing. Telephone (509) 573-5091 for assistance. **(OP 2161)**

Student directory information – Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that the Yakima School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory

information" without written consent, unless you have advised the district to the contrary in accordance with the district operational procedures. The primary purpose of directory information is to allow the district to include information from your child's education records in certain school publications.

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

If you do not want Yakima School District to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must contact the school office or call (509) 573-7000 for a release form **(OP 3605.2XE)**, returning it to the principal by September 30. This form is renewed annually.

Yakima School District has designated the following information as directory information: student's name, address, telephone listing, photograph, date and place of birth, major field of study, dates of attendance, participation in officially recognized activities and sports, weight and height of members of athletic teams, degrees, honors, and awards received, and the most recent educational agency or institution attended. For more detailed information on student directory information, opting out, and FERPA please visit www.ysd7.org/FERPA. **(OP 3605)**

Student education records - Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older certain rights with respect to the student's education records. This act provides rights to review records, request amendment to records, consent to disclosure of personally identifiable information, and file a complaint with the U.S. Department of Education. Release of health records follows protections of the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and (FERPA). Telephone (509) 573-7021 for assistance. **(OP 3600)**

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

Student privacy and searches of students are protected under their constitutional right to be secure in their persons, papers, and effects against unreasonable searches and seizures. However, searches may be conducted when there is reasonable suspicion to believe that the search will yield evidence of a student's violation of the law, district policy, or school rules. Student lockers are district property and subject to search with or without reasonable suspicion. Telephone (509) 573-7031 for assistance. **(OP 3230)**

Visitors to school, such as parent(s)/guardian(s) and community persons, must abide by the entry process set by their school office. Visitors must identify themselves and leave the school at the request of school staff. Contact your school for assistance. **(OP 4317)**

REQUIRED ANNUAL NOTICES

HARASSMENT, INTIMIDATION, & BULLYING (HIB); DISCRIMINATION; SEXUAL HARASSMENT; & GENDER-INCLUSIVE SCHOOLS

HARASSMENT, INTIMIDATION, & BULLYING (HIB)

(OP 3207)

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our district's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form [Operational Procedure (OP) [3207.1XE](#)] "HIB Incident Reporting Form" to share concerns about HIB (<https://ysd7.org/hib>) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a **HIB Compliance Officer** (Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, hib@ysd7.org) that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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

What is the investigation process?

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

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

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

What are the next steps if I disagree with the outcome? For the student designated as the "targeted student" in a complaint:

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

For the student designated as the "aggressor" in a complaint:

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

For more information about the HIB complaint process, including important timelines, please see the district's HIB webpage (<https://ysd7.org/hib>) or the district's HIB operational procedure ([OP 3207](#)) "Harassment, Intimidation and Bullying of Students Prohibited".

REQUIRED ANNUAL NOTICES HARASSMENT, INTIMIDATION, & BULLYING (HIB); DISCRIMINATION; SEXUAL HARASSMENT; & GENDER-INCLUSIVE SCHOOLS CONT.

DISCRIMINATION

(OP 3210) and (OP 5010)

Our Schools Stand Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's Nondiscrimination operational procedures ([OP 3210](#)) "Discrimination of Students Prohibited" and ([OP 5010](#)) "Nondiscrimination and Affirmative Action" visit www.ysd7.org under "Policies & Procedures".



SEXUAL HARASSMENT

(OP 3205) and (OP 5011)

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment operational procedures ([OP 3205](#)) "Sexual Harassment of Students Prohibited" and ([OP 5011](#)) "Sexual Harassment of District Staff Prohibited" visit www.ysd7.org under "Policies & Procedures".

COMPLAINT OPTIONS

What should my school do about discriminatory and sexual harassment?

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

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

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

REQUIRED ANNUAL NOTICES HARASSMENT, INTIMIDATION, & BULLYING (HIB); DISCRIMINATION; SEXUAL HARASSMENT; & GENDER-INCLUSIVE SCHOOLS CONT.

- **CONCERNS ABOUT DISCRIMINATION:**

Civil Rights Coordinator: *Olivia Martinez, Human Resources Labor Relations Program Manager, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7028, martinez.olivia@ysd7.org.*

- **CONCERNS ABOUT SEX DISCRIMINATION, INCLUDING SEXUAL HARASSMENT:**

Title IX Coordinator (Students): *Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, santoy.omar@ysd7.org;*

Deputy Title IX Coordinator (Students): *Erin Thomas, Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7261, thomas.erin@ysd7.org;*

Deputy Title IX Coordinator (Students): *Shawn Orminski, Assistant Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7263, orminski.shawn@ysd7.org.*

Title IX Coordinator (Non-Students): *Olivia Martinez, Human Resources Labor Relations Program Manager, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7028, martinez.olivia@ysd7.org.*

- **CONCERNS ABOUT DISABILITY DISCRIMINATION:**

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

ADA Coordinator (Non-Students): *Christopher Miller, Director of Human Resources, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7066, miller.christopher@ysd7.org.*

- **CONCERNS ABOUT DISCRIMINATION BASED ON GENDER IDENTITY:**

Gender-Inclusive Schools Coordinator (Students): *Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, santoy.omar@ysd7.org.*

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district

superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint operational procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

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

If you do not agree with the outcome of your complaint, you may appeal the decision to the board of directors and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination operational procedures ([OP 3210](#)) "Discrimination of Students Prohibited" and ([OP 5010](#)) "Nondiscrimination and Affirmative Action" and Sexual Harassment operational procedures ([OP 3205](#)) "Sexual Harassment of Students Prohibited" and ([OP 5011](#)) "Sexual Harassment of District Staff Prohibited".

I already submitted an HIB complaint – what will my school do?

Harassment, Intimidation, or Bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will

REQUIRED ANNUAL NOTICES HARASSMENT, INTIMIDATION, & BULLYING (HIB); DISCRIMINATION; SEXUAL HARASSMENT; & GENDER-INCLUSIVE SCHOOLS CONT.

investigate the complaint using both the Nondiscrimination operational procedure ([OP 3210](#)) “Discrimination of Students Prohibited” and the HIB operational procedure ([OP 3207](#)) “Harassment, Intimidation and Bullying of Students Prohibited” to **fully resolve your complaint**. If the HIB report involves sexual harassment, the school district will investigate the complaint using the district’s Sexual Harassment operational procedure ([OP 3205](#)) “Sexual Harassment of Students Prohibited”.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor’s Office of the Education Ombuds (OEO)

The Washington State Governor’s Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington’s K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

GENDER-INCLUSIVE SCHOOLS

(OP 3211)

Our Schools are Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our schools will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student’s gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student’s gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district’s Gender-Inclusive Schools operational procedure ([OP 3211](#)) “Gender-Inclusive Schools”, visit www.yisd7.org under “Policies & Procedures”. If you have questions or concerns, please contact the **Gender-Inclusive Schools Coordinator (Students)**: Omar Santoy, Executive Director of Student Services, 104 N. 4th Ave., Yakima, WA 98902, (509) 573-7260, santoy.omar@yisd7.org.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information under “DISCRIMINATION” on page 10 of this handbook.

STUDENT RIGHTS & RESPONSIBILITIES (OP 3241)

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

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

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

TEACHER RIGHTS & RESPONSIBILITIES (OP 3201)

Teachers have the following rights regarding student conduct to:

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

Teachers have the following responsibilities to:

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

Teachers have the following authority to:

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

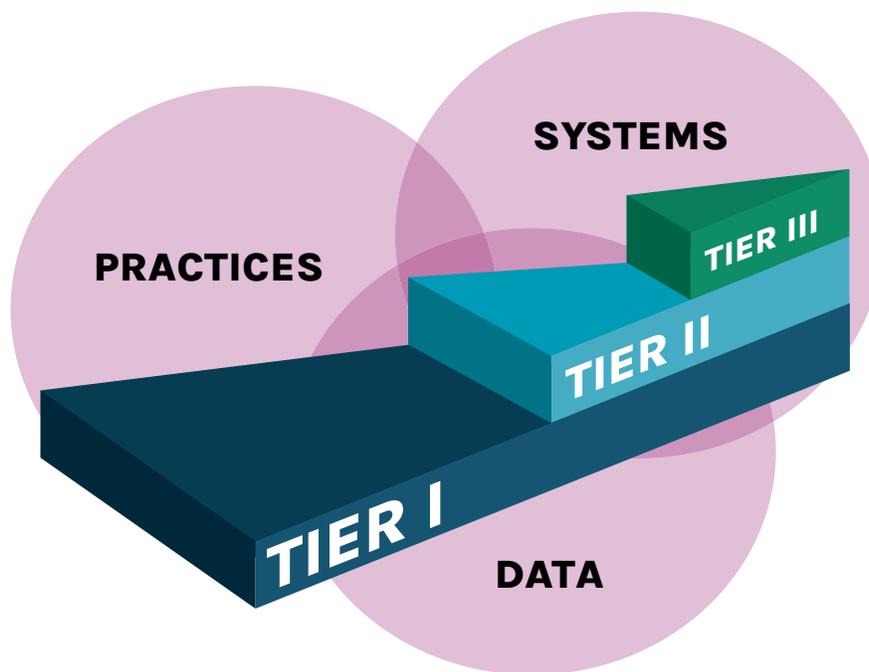
Parent(s)/Guardian(s) need to be aware that district staff are available to problem-solve issues and concerns. Staff expect mutual respect and appropriate expression by all parties involved. Any concern over building staff is first to be expressed to the principal; following that, concerns can be made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

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

RESEARCH SHOWS PBIS IMPROVES STUDENT OUTCOMES AND REDUCES EXCLUSIONARY DISCIPLINE.

Our 2026 community commitment is: *“At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: “I feel safe at school” and “I feel connected to other students and adults at school.”*

MULTI-TIERED SYSTEM OF SUPPORTS



- Tier I - Universal Support**
 Systems, data, and practices support all students across all settings.
- Tier II - Targeted Support**
 Systems, data, and practices provide additional targeted support for some students who require more than Tier I supports alone.
- Tier III - Individual Support**
 Systems, data, and practices provide individualized support to improve behavioral and academic outcomes.

Students who feel safe and connected in school are less likely to engage in problematic behavior that results in student discipline. PBIS can decrease overall exclusionary discipline rates. Information regarding *Student Discipline* is included in pages 15-32 of this handbook.

If you would like more information, please contact your student's school or Student Services at (509) 573-7262.

STUDENT DISCIPLINE (OP 3241)

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

OTHER FORMS OF DISCIPLINE means actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under *RCW 28A.165.035*.

- ▶ Before administering a **classroom exclusion**, school personnel **must first attempt** one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. *WAC 392-400-330(2)*
- ▶ Before administering a **short-term suspension** or **in-school suspension**, the district **must first attempt** one or more other forms of discipline to support the student in meeting behavioral expectations. *WAC 392-400-435(1)*
- ▶ Before administering a **long-term suspension** or **expulsion**, the district **must consider** other forms of discipline to support the student in meeting behavioral expectations. *WAC 392-400-440(1)* and *WAC 392-400-445(1)*

Other Forms of Discipline Actions List:

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

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

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

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

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

- ▶ **Limitations on classroom exclusion.**
 - a. **Duration of classroom exclusion.** A classroom exclusion may be administered for all or any portion of the balance of the school day in which the student was excluded from the student's classroom or instructional or activity area. When a student is excluded from the student's classroom or instructional or activity area for longer than the balance of the school day, the school district must provide notice and due process for a suspension, expulsion, or emergency removal.
 - b. **Removal from school.** A student may not be removed from school during a classroom exclusion unless the school district provides notice and due process for a suspension, expulsion, or emergency removal.

SUSPENSION means a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removal.

▶ **IN-SCHOOL SUSPENSION** means a suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for **up to ten (10) consecutive school days**, subject to the requirements in *WAC 392-400-430* through *WAC 392-400-475*.

Additional conditions and limitations. *WAC 392-400-435*

- ▶ **Length of exclusion.** A school district may not administer an in-school suspension beyond the school year in which the behavioral violation occurred.
- ▶ **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

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

Additional conditions and limitations. *WAC 392-400-435*

- ▶ **Length of exclusion.** A school district may not administer a short-term suspension beyond the school year in which the behavioral violation occurred.
- ▶ **Grade-level limitations.** Grades K-4 limited to no more than ten (10) cumulative school days during any academic term. Grades 5-12 limited to no more than fifteen (15) cumulative school days during any single semester or ten (10) cumulative school days during any single trimester.

STUDENT DISCIPLINE CONT. (OP 3241)

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

Additional conditions and limitations.

WAC 392-400-440

- ▶ **Limitations on long-term suspensions.** A school district may only administer a long-term suspension:
 - a. For behavioral violations under *RCW 28A.600.015* (6)(a) through (d); and
 - b. After the school district has determined that, if the student returned to school before completing a long-term suspension:
 - i. The student would pose an imminent danger to students or school personnel; or
 - ii. The student would pose an imminent threat of material and substantial disruption of the educational process.
- ▶ **Length of exclusion.**
 - a. A long-term suspension **may not exceed ninety (90) consecutive school days, the length of an academic term.**
 - b. A school district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.
- ▶ **Grade-level limitations.** Other than for the firearm exception under *WAC 392-400-820*, a school district may not administer a long-term suspension for any student in kindergarten through fourth grade.

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

Additional conditions and limitations. *WAC 392-400-445*

- ▶ **Limitations on expulsions.** A school district may only administer an expulsion:
 - a. For behavioral violations under *RCW 28A.600.015* (6)(a) through (d); and
 - b. After the school district has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.
- ▶ **Length of exclusion.** An expulsion **may not exceed ninety (90) consecutive school days, the length of an academic term**, unless the principal or designee petitions the school district superintendent for extension of an expulsion under *WAC 392-400-480*, and the petition is granted.
- ▶ **Grade-level limitations.** Other than for the firearm exception under *WAC 392-400-820*, a school district may not administer an expulsion for any student in kindergarten through fourth grade.

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

EMERGENCY REMOVAL means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in *WAC 392-400-510* through *WAC 392-400-530*.

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

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

- ▶ **Sufficient cause.** The school district must have sufficient cause to believe that the student's presence poses:
 - a. An immediate and continuing danger to other students or school personnel; or
 - b. An immediate and continuing threat of material and substantial disruption of the educational process.
- ▶ **Determination of immediate and continuing threat of disruption.** For purposes of this section, an immediate and continuing threat of material and substantial disruption of the educational process means:
 - a. The student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
 - b. School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.
- ▶ **Time limit.** An emergency removal may **not exceed ten (10) consecutive school days**. An emergency removal must end or be converted to another form of discipline within ten school days from the start of the emergency removal.

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

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

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

STUDENT DISCIPLINE CONT. (OP 3241)

EDUCATIONAL SERVICES. WAC 392-400-610

- a. A school district may not suspend the provision of educational services to a student in response to behavioral violations.
- b. During the suspension, expulsion, or emergency removal of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to:
 1. Continue to participate in the general education curriculum;
 2. Meet the educational standards established within the district; and
 3. Complete subject, grade-level, and graduation requirements.
- c. When providing a student the opportunity to receive educational services under this section, the school district must consider:
 1. Meaningful input from the student, parents, and the student's teachers;
 2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- d. A school district may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.

REENGAGEMENT MEETING. WAC 392-400-710

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

- a. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student returns to school; or
- b. As soon as reasonably possible, if the student or parents request a prompt reengagement meeting.

REENGAGEMENT PLAN. WAC 392-400-710

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

- a. The nature and circumstances of the incident that led to the student's suspension or expulsion;
- b. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent outreach;
- c. Shortening the length of time that the student is suspended or expelled;
- d. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- e. Supporting the student, parents, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

FIREARM EXCEPTIONS

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

- a. A school district **must expel a student for no less than one (1) year** if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The school district superintendent may modify the expulsion on a case-by-case basis.
- b. A school district may suspend or expel a student for up to one (1) year if the student acts with malice, as defined under *RCW 9A.04.110*, and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.
- c. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations.

STUDENT DISCIPLINARY DUE PROCESS (OP 3241)

The following charts are included as a reference aid and are not intended to add to or modify district operational procedure or state regulations. Yakima School District students, parent(s)/guardian(s), and staff can review the entire state regulation, [WAC 392-400](http://apps.leg.wa.gov/wac/) at <http://apps.leg.wa.gov/wac/>. District operational procedure ([OP 3241](#)) incorporates these provisions and sets forth the student discipline process.

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

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

CLASSROOM EXCLUSION AND/OR OTHER FORMS OF DISCIPLINE

Including Exclusion from Transportation or Extra-Curricular Activity and Detention

[WAC 392-400-330](#)

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

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

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

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

IN-SCHOOL SUSPENSION OR SHORT-TERM SUSPENSION

[WAC 392-400-430](#), [WAC 392-400-435](#)

Initial hearing with student. [WAC 392-400-450](#)

- Initial hearing.** Before administering any suspension, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- Parent participation.** At an initial hearing in which the principal or designee is considering administering a short-term or in-school suspension, the principal or designee must provide the student an opportunity for the student to contact the student's parents.
- Administrative decision.** Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension will begin and end.

Notice to student and parents. [WAC 392-400-455](#)

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

LEVEL:	1. Optional Informal Conference <i>WAC 392-400-460</i>	2. Appeal <i>WAC 392-400-465</i>	3. Review and Reconsideration of Appeal <i>WAC 392-400-470</i>
CONTACT:	Your School Office	Discipline Office (509) 573-7265	Discipline Office (509) 573-7265
PRESIDING OFFICIAL:	Principal	Superintendent's Designee	Discipline Appeal Council
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the superintendent's designee provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.	Decision: The superintendent's designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal.	Decision: The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

STUDENT DISCIPLINARY DUE PROCESS CONT. (OP 3241)

LONG-TERM SUSPENSION OR EXPULSION

WAC 392-400-430, WAC 392-400-440, WAC 392-400-445

Initial hearing with student. WAC 392-400-450

- **Initial hearing.** Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- **Parent participation.** At an initial hearing in which the principal or designee is considering administering a long-term suspension or expulsion, the principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.
- **Administrative decision.** Following the initial hearing, the principal or designee must inform the student of the decision regarding the behavioral violation, including the date on which any suspension or expulsion will begin and end.

Notice to student and parents. WAC 392-400-455

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

LEVEL:	1. Optional Informal Conference WAC 392-400-460	2. Appeal Hearing WAC 392-400-465	3. Review and Reconsideration of Appeal WAC 392-400-470
CONTACT:	Your School Office	Discipline Office (509) 573-7265	Discipline Office (509) 573-7265
PRESIDING OFFICIAL:	Principal	Hearing Officer	Discipline Appeal Council
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal hearing orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the hearing officer provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.	The district must hold an appeal hearing within three (3) school business days from the date the district received the appeal request, unless otherwise agreed to by the student or parents. Decision: The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within three (3) school business days after the appeal hearing.	Decision: The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

Petition for Readmission to School: The readmission process is different from and does not replace the appeal process. A student, who has been suspended or expelled, may petition for readmission to the district at any time. (OP 3202) Contact the Discipline Office (509) 573-7265 to request a "Petition for Readmission to School Application Form". (OP 3202.1XE) WAC 392-400-110(k)

EMERGENCY REMOVAL

WAC 392-400-510

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

- Within twenty-four (24) hours after an emergency removal, the principal or designee must provide written notice of the emergency removal to the student and parents in person, by mail, or by email.

LEVEL:	1. Optional Informal Conference WAC 392-400-520	2. Appeal Hearing WAC 392-400-525	3. Review and Reconsideration of Appeal WAC 392-400-530
CONTACT:	Your School Office	Discipline Office (509) 573-7265	Discipline Office (509) 573-7265
PRESIDING OFFICIAL:	Principal	Hearing Officer	Discipline Appeal Council
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal hearing orally or in writing within three (3) school business days from the date the principal or designee provided the written notice of the emergency removal.	The student or parent(s) may request a review and reconsideration orally or in writing within five (5) school business days from the date the hearing officer provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. Right to appeal: An informal conference must not limit a student's or parents' right to appeal under Level 2.	The district must hold an appeal hearing as soon as reasonably possible, but no later than two (2) school business days after the date the district received the appeal request, unless otherwise agreed to by the student and parents. Decision: The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within one (1) school business day after the appeal hearing.	Decision: The discipline appeal council must provide a written decision to the student and parents in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration.

DISTRICT DISCIPLINE MATRIX¹ (3241.20XE)

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

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

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

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

(CODE) BEHAVIORAL VIOLATION ²	Range of Potential Responses Based on Conditions, Limitations, and Interventions ³						
	Best Practices ⁴	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols ⁵
(ACT) Activities/Disobeying Laws and Rules at Events. Specific rules and expectations for student behavior are annually produced and are contained in associated student body (ASB) constitutions, <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	
(APF) Assault/Physical Attack With a Firearm or Explosive Device.* A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony with a firearm or explosive device on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act</u> ; WAC 392-400-820(1) ; and RCW 28A.600.420(1) .	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral ⁶
(APO) Assault/Physical Attack Without a Weapon.* A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(APW) Assault/Physical Attack With a Weapon.* A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony with a weapon on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (RCW 9A.36). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p>(ARS) Arson.* A student shall not cause a fire or explosion in order to injure another person or to damage or destroy property on or in the vicinity of school premises or at a school-sponsored event (RCW 9A.48.020 or RCW 9A.48.030).</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p>(BCV) Building/Classroom Rules Violation. A student shall not violate building or classroom rules as adopted by each school building, program or classroom teacher. These rules support district operational procedures and may be unique to a particular building.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(BLA) Bullying. Bullying refers to unwanted aggressive behavior(s) by a student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.</p> <p>Any intentional electronic, written, verbal, or physical act of a student that physically harms another student or damages their property, has the effect of substantially interfering with another student's education, or is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment for other students (RCW 28A.600.477); see OP 3207.</p> <p>If the behavior meets the criteria above but is shown to be motivated by any characteristic related to a protected class (RCW 28A.640.010 and/or RCW 28A.642.010), then use behavior violation Bullying – Discriminatory (Codes BLC through BLQ) or Harassment - Discriminatory (Codes HAC through HAQ). If the behavior is sexual in nature and is unwelcome by the targeted person, then use behavior violation Sexual Harassment (Code SEH). For Threat to Other see (Code IPS or Code TPO).</p>	Level E	✓	✓	✓	No	No	HIB Referral ⁷ Consider School-Based Threat Assessment Referral
<p>BULLYING – DISCRIMINATORY (Codes BLC through BLQ).* 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) is shown to be motivated by any characteristic related to a protected class (RCW 28A.640.010 and/or RCW 28A.642.010). For behavior that does not meet the criteria in (1), (2) and (3), see other behavior codes: Harassment - Discriminatory (Codes HAC through HAQ); Threat to Other (Code IPS or Code TPO); Harassment (Code HAA); Intimidation (Code IOA); or Bullying (Code BLA).</p> <p>► (BLC) Bullying by Color.* Color refers to the color of an individual's skin.</p> <p>► (BLD) Bullying by Disability/Use of a Trained Dog Guide or Service Animal.* Disability refers to the presence of a sensory, mental or physical impairment that is medically cognizable or diagnosable, or exists as a record or history, or is perceived to exist.</p> <p>► (BLE) Bullying by National Origin.* National Origin refers to the country in which a person was born, ancestry, or a person's primary language.</p> <p>► (BLG) Bullying by Gender Expression or Identity/Sexual Orientation.* Gender expression or identity means having or being perceived to have a gender identity, self-image, appearance, behavior, or expression, whether or not that gender identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the sex assigned to that person at birth. Sexual orientation refers to heterosexuality, homosexuality, bisexuality, and gender expression or identity.</p> <p>► (BLO) Bullying by Race.* Race refers to a family, tribe, or group of people coming from the same common ancestors.</p> <p>► (BLP) Bullying by Religion/Creed.* Religion/creed refers to all aspects of religious belief, observance, and practice.</p> <p>► (BLQ) Bullying by Sex/Gender.* Sex refers to an individual's gender.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Civil Rights Referral ⁸ HIB Referral Consider Title IX Referral ⁹ Consider School-Based Threat Assessment Referral

✓, * and ** See page #20, for the “District Discipline Matrix Key”

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(BMB) Bomb Threat.*</p> <p>A student shall not threaten to bomb, or communicate or repeat any information concerning such a threat of bombing or injury, knowing such information to be false (RCW 9.61.160). A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p>(BUR) Burglary.*</p> <p>A student shall not enter onto school premises or into any school district rooms or buildings without authorization and with the intent to steal property, damage property, or commit any other crime against person or property while in the building (RCW 9A.52.010 - RCW 9A.52.060).</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p>(BUS) Bus Conduct Issues.</p> <p>A student may be assigned discipline on school district buses, which will be enforced at the student's school according to published bus rules (OP 6600). Principals, with the assistance of the Director of Transportation or designee, shall enter these disciplinary actions into the student's discipline record.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(CEM) Computer and Electronics Misuse.</p> <p>A student shall not be allowed to use any account other than his/her own, and no student use of the internet or other on-line services will be allowed unless it is under the direct supervision of a certificated staff member. Internet use will fulfill specific educational purposes; no unsupervised internet "surfing" without filter by students shall be allowed. A student is prohibited from specific misuse of all electronics that violate OP 2311, OP exhibit 2311.5XE, and OP 4300.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(COM) Communications Devices/Personal Electronic Devices (including cell phones).</p> <p>A student in possession of personal electronic devices including but not limited to: smart devices (e.g. smart phones, smartwatches, tablets, MP3 players, gaming systems), communication devices, cameras, video cameras, digital media players etc., while on school property or while attending a school-sponsored or school-related activities shall observe OP 3208 regarding their use (RCW 28A.320.135). This includes devices which emit audible signals, vibrate, display a message, or otherwise summon or deliver a communication to the student during the instructional day at any Yakima School. The district does not permit the use of personal electronic devices (including cell phones) during the school hours for students in grades P-12. If a parent or guardian wishes his/her child to have a cell phone, it must remain out of sight and turned OFF. It may be turned on and operated only before and after the regular school day unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(DBE) Dangerous Behavior.</p> <p>A student is prohibited from any act that could cause injury to themselves or others. This includes bringing toy weapons to school, such as colorful squirt guns or rubber knives and swords. Parent(s)/Guardian(s) and students will be counseled as to the danger and inappropriateness to the student. The discipline narrative will describe the offense for a future potential pattern of behavior. Look-alike toy weapons are dealt with under behavior violation (Code ZSW) and (Code ZWO).</p>	Level D	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
<p>(DEF) Defacing or Destruction of Property/ Vandalism.**</p> <p>A student shall not deface or otherwise damage the property of the school district, another student, an employee, volunteer, visitor, or contractor of the district while on or in the vicinity of school premises or at a school-sponsored event (RCW 28A.635.060). Besides discipline, district costs are sought; see OP exhibit 3520X.</p>	Level F	✓	✓	✓	Grades 5-12 Only **	Grades 5-12 Only **	

✓, * and ** See page #20, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(DEQ) Disclosure of Exam Questions and/or Cheating. A student shall not obtain or disclose examination questions prior to their scheduled use, disrupt, talk or signal during an exam session or cheat or attempt to cheat on tests or on assignments (RCW 28A.635.040).</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(DRS) Dress and Appearance. A student's dress and appearance must not create a material and substantial disruption of the educational process. Prohibited conduct includes the use of obscene, sexual, alcohol, tobacco and other controlled substance drug-related messages and gang-related apparel. Dress code and grooming operational procedures may not discriminate on the basis of a protected class under RCW 28A.640 or RCW 28A.642, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Students will adhere to a school's special standard of dress as identified with prior notice and approved by the superintendent; see OP 3224.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(DSB) Disrespectful Behavior. A student will not treat school staff, students, or volunteers with rudeness or lack of consideration or esteem.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(DSR) Disruptive Conduct. A student is prohibited from conduct which disrupts or interferes with the educational process.</p>	Level D	✓	✓	✓	No	No	
<p>(FAT) Fire Apparatus Tampering or False Alarm. A student shall not set off false fire alarms; discharge without cause, tamper with, or steal a fire extinguisher; or damage a fire alarm system on or in the vicinity of school premises or at school-sponsored events (RCW 9.40.100 – RCW 9.40.105).</p>	Level E	✓	✓	✓	No	No	
<p>(FID) Fireworks/Igniting Devices. A student shall not possess fireworks or igniting devices (e.g. lighters, matches, poppers, caps, sparklers, etc.) on school property or at school-sponsored events.</p>	Level D	✓	✓	✓	No	No	
<p>(FOR) Forgery and Fraudulent Information. A student shall not fraudulently use in writing the name of another person or falsify times, dates, grades, addresses or other data on school forms or other written items necessary for the conduct of school transactions (RCW 9A.60.020).</p>	Level D	✓	✓	✓	No	No	
<p>(FPF) Fighting With a Firearm or Explosive Device.* A student shall not mutually participate in an incident involving physical violence with a firearm or explosive device on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. A student should avoid a fight by retreating from a threatened conflict and/or reporting the other student's threats to a school staff member or administrator. Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act</u>; WAC 392-400-820(1); and RCW 28A.600.420(1).</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p>(FPO) Fighting Without a Weapon. A student shall not mutually participate in an incident involving physical violence on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. A student should avoid a fight by retreating from a threatened conflict and/or reporting the other student's threats to a school staff member or administrator.</p>	Level D	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral

✓, * and ** See page #20, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(FPW) Fighting With a Weapon.* A student shall not mutually participate in an incident involving physical violence with a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. A student should avoid a fight by retreating from a threatened conflict and/or reporting the other student's threats to a school staff member or administrator. (RCW 9.41.280)</p>	Level G	✓	✓	✓	Grades 5-12 Only **	Grades 5-12 Only **	Consider School-Based Threat Assessment Referral
<p>(FTD) Failure to Disperse/Presence at Dangerous Activity/Inciting a Fight. A student is to immediately leave the scene of an impending dangerous situation, such as a fight, and will be considered a contributor to the escalation of the dangerous situation by their initial presence at the scene and their continued presence to observe a potentially dangerous, unlawful, or district-offense act(s). This includes electronic recording and/or distribution of the situation/scene. A student is prohibited from directly or indirectly initiating, encouraging, urging on, or instigating any level of a verbal or physical altercation on or in the vicinity of school premises or at a school-sponsored event (RCW 9A.84.020).</p>	Level D	✓	✓	✓	No	No	
<p>(FWO) Fighting Without Major Injury. If this behavioral violation code is used, it must be attached to another behavioral violation code. Mutual participation by two or more students in an incident involving physical violence, where there is no major injury that meets the definition of "substantial bodily harm" or "great bodily harm" under (RCW 9A.04.110(4)). A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches. Do not include verbal confrontations, tussles, or other minor confrontations.</p>	Level E	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
<p>(GNA) Gang Related.** If this behavioral violation code is used, it must be attached to another behavioral violation code. A student is prohibited from any gang related activity with the purpose of violating the law, district operational procedures or school rules, or having a criminal intent or nature (RCW 9A.46.120 or RCW 28A.600.455). <u>Indicators of gang related activities may include:</u> declaration of membership and membership recruitment; colors or distinctive clothing of any type; a claim of turf or a particular territory in community or school; graffiti with special meaning to the gang; hand signs with unique meaning; a group name; group organization and structure; nicknames or secret names; identifiable leadership; tattoos, haircuts, shaved eyebrows, or other body markings or piercings with distinctive meanings; and conspiring and acting in concert, mainly for purposes of violating or circumventing operational procedures or school rules. In order to be a school-approved group, the group must be authorized by the school, primarily for the benefit of the school, and must have non-selective membership; see OP 3511. Criminal intimidation is threatening bodily injury to a person not affiliated with a gang, one who refuses to join, or one who has attempted to withdraw from a gang (RCW 28A.600). The district will not tolerate any gang-type behaviors in the vicinity within one thousand (1,000) feet of school premises or at a school-sponsored event. Parent(s)/guardian(s) and students will be regularly updated on behaviors which the school considers to be gang-related; see OP 3224 and OP 3204.</p>	Level F	✓	✓	✓	Grades 5-12 Only **	Grades 5-12 Only **	Consider School-Based Threat Assessment Referral
<p>(HAA) Harassment. Harassment refers to any malicious act, which causes harm to any student's physical or psychological well-being. Any intentional electronic, written, verbal, or physical act of a student that physically harms another student or damages their property, has the effect of substantially interfering with another student's education, or is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment for other students (RCW 28A.600.477); see OP 3207. If the behavior meets the criteria above but is shown to be motivated by any characteristic related to a protected class (RCW 28A.640.010 and/or RCW 28A.642.010), then use behavior violation Bullying – Discriminatory (Codes BLC through BLQ) or Harassment - Discriminatory (Codes HAC through HAQ). If the behavior is sexual in nature and is unwelcome by the targeted person, then use behavior violation Sexual Harassment (Code SEH). For Threat to Other see (Code IPS or Code TPO).</p>	Level E	✓	✓	✓	No	No	HIB Referral Consider School-Based Threat Assessment Referral

✓, * and ** See page #20, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>HARASSMENT – DISCRIMINATORY (Codes HAC through HAQ).*</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 (RCW 28A.642.010 and/or RCW 28A.642.010). For behavior that does not meet both criteria (1) and (2), see other behavior codes: Bullying - Discriminatory (Codes BLC through BLQ); Threat to Other (Code IPS or Code TPO); Harassment (Code HAA); Intimidation (Code IOA); or Bullying (Code BLA).</p> <p>► (HAC) Harassment – Discriminatory by Color.* Color refers to the color of an individual’s skin.</p> <p>► (HAD) Harassment – Discriminatory by Disability/ Use of a Trained Dog Guide or Service Animal.* Disability refers to the presence of a sensory, mental or physical impairment that is medically cognizable or diagnosable, or exists as a record or history, or is perceived to exist.</p> <p>► (HAE) Harassment – Discriminatory by National Origin.* National Origin refers to the country in which a person was born, ancestry, or a person’s primary language.</p> <p>► (HAG) Harassment – Discriminatory by Gender Expression or Identity/Sexual Orientation.* Gender expression or identity refers to having or being perceived to have a gender identity, self-image, appearance, behavior, or expression, whether or not that gender identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the sex assigned to that person at birth. Sexual orientation refers to heterosexuality, homosexuality, bisexuality, and gender expression or identity.</p> <p>► (HAO) Harassment – Discriminatory by Race.* Race refers to a family, tribe, or group of people coming from the same common ancestors.</p> <p>► (HAP) Harassment – Discriminatory by Religion/Creed.* Religion/creed refers to all aspects of religious belief, observance, and practice.</p> <p>► (HAQ) Harassment – Discriminatory by Sex/Gender.* Sex refers to an individual’s gender.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Civil Rights Referral HIB Referral Consider Title IX Referral Consider School-Based Threat Assessment Referral
<p>(HOM) Homicide.*</p> <p>A student shall not cause the death of any of the school’s students, faculty, or staff on or in the vicinity of school premises or at a school- sponsored event (RCW 9A.32).</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p>(INS) Insubordination/Failure to Cooperate.</p> <p>A student shall not repeatedly fail to comply with or follow reasonable, lawful directions or requests by teachers or staff. Includes behaviors that may be subject to local student conduct codes, such as: Disobedience, Defiance, Non-Compliance, Insubordination, Malicious Mischief, and Possession of Prohibited Items (Contraband).</p>	Level D	✓	✓	✓	No	No	
<p>(IOA) Intimidation.</p> <p>Intimidation refers to implied or overt threats of physical violence or psychological harm toward a student.</p> <p>Any intentional electronic, written, verbal, or physical act of a student that physically harms another student or damages their property, has the effect of substantially interfering with another student’s education, or is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment for other students (RCW 28A.600.477); see OP 3207.</p> <p>If the behavior meets the criteria above but is shown to be motivated by any characteristic related to a protected class (RCW 28A.640.010 and/or RCW 28A.642.010), then use behavior violation Bullying – Discriminatory (Codes BLC through BLQ) or Harassment - Discriminatory (Codes HAC through HAQ). If the behavior is sexual in nature and is unwelcome by the targeted person, then use behavior violation Sexual Harassment (Code SEH). For Threat to Other see (Code IPS or Code TPO).</p>	Level E	✓	✓	✓	No	No	HIB Referral Consider School-Based Threat Assessment Referral

✓, * and ** See page #20, for the “District Discipline Matrix Key”

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(IPS) Intimidating, Abusing, Insulting or Physically Threatening a Public Servant.* A student shall not intimidate a school district employee (administrators, teachers, and classified employees) by foul or abusive language, by willfully disobeying, or by threats which are communicated directly or indirectly and which disrupt the normal operations of the school (RCW 28A.635.100, WAC 392-400-810(1) and RCW 28A.600.460(2)). This includes an act which may cause bodily injury in the future; or cause physical damage to property; or subject the person to physical confinement or restraint; or accuse him/her of a crime; or expose a secret or publicize an asserted fact, whether true or false tending to subject any person to hatred, contempt, or ridicule; or reveals private information; or withhold or give wrongful testimony; or take wrongful action; or bring about collective action to obtain property; or any other act which intends to harm substantially the person threatened or another with respect to his health, safety, business, financial condition, or personal relationships (RCW 9A.04.110 and RCW 9A.76.180). A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people. (Note: If the behavior meets the definition of Bullying – Discriminatory (Codes BLC through BLQ) or Harassment - Discriminatory (Codes HAC through HAQ), the corresponding code should be applied.)</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Potential Classroom Reassignment ¹⁰ Consider School-Based Threat Assessment Referral
<p>(KID) Kidnapping.* A student shall not seize, restrain or detain a person's movements or carry away by unlawful force or fraud another person, or deprive a person of their liberty (RCW 9A.40 and RCW 9.94A.030).</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p>(MMI) Multiple Minor Accumulated Incidents. Discipline for culmination of multiple minor infractions that both occurred throughout the school year and individually would not typically rise to the severity of meriting a short-term suspension.</p>	Level D	✓	✓	✓	No	No	
<p>(NIS) Need to Identify Self. A student and all persons on or in the vicinity of school premises or at a school-sponsored event, on buses and at bus stops must, upon request, identify themselves to school personnel. On a daily basis, a student will appropriately wear and display identification on their person or in their backpack when this is the established rule of the building site, program, or transportation department.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(OSB) Overt Affection/Lewd or Sexual Behavior. A student is prohibited from inappropriate touching and public displays of overt intimate affection or lewd or sexual behavior on or in the vicinity of school premises or at school-sponsored events.</p>	Level D	✓	✓	✓	No	No	
<p>(PLA) Plagiarism/Academic Dishonesty. A student shall not knowingly submit the work of others represented as the student's own or assist another student in doing so, or use unauthorized sources.</p>	Levels A-C and Level D	✓	✓	✓	No	No	
<p>(POR) Pornography. A student is forbidden from possessing, displaying, selling, or creating any medium, such as writing, pictures, films or other electronic communications with pornographic content, which may be defined as materials intended to create sexual arousal and which are usually considered by the community to be obscene. This may include any medium where sexuality is combined with sadomasochistic portrayals.</p>	Level D	✓	✓	✓	No	No	
<p>(PRF) Profanity. 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	
<p>(RAA) Rape: Attempted.* A student shall not commit an overt act with intention to rape (RCW 9A.28.020).</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider Title IX Referral Mandatory School-Based Threat Assessment Referral

✓, * and ** See page #20, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
(RAP) Rape.* A student shall not violate another person without their consent or penetrate for sexual purposes another person through use of force, threat, or fraud (RCW 9A.44).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider Title IX Referral Mandatory School-Based Threat Assessment Referral
(RBF) Robbery With a Firearm or Explosive Device.* A student shall not unlawfully take personal property with a firearm or explosive device from an individual against his or her will by the use or threatened use of immediate force, violence, or fear of injury to that person or his or her property (RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act</u> ; WAC 392-400-820(1); and RCW 28A.600.420(1).	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
(RBO) Robbery Without a Weapon.* A student shall not unlawfully take personal property from an individual against his or her will by the use or threatened use of immediate force, violence, or fear of injury to that person or his or her property (RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
(RBW) Robbery With a Weapon.* A student shall not unlawfully take personal property with a weapon from an individual against his or her will by the use or threatened use of immediate force, violence, or fear of injury to that person or his or her property (RCW 9.41.280, RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
(SBI) Serious Bodily Injury.* A student shall not engage in an incident, specific to students eligible for special education services, that results in the serious bodily injury of another as defined in Section (1365(h)(3) of Title 18, U.S. Code, to mean a bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
(SEB) Sexual Battery (Other Than Rape).* A student shall not touch an intimate part of another person if the touching is against the will of the person touched and is for the purpose of sexual arousal, sexual gratification, or sexual abuse.	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider Title IX Referral Mandatory School-Based Threat Assessment Referral
(SEC) Sexually Inappropriate Conduct. A student shall not engage in obscene acts or expressions, whether verbal or non-verbal. Includes behavior that may be subject to local student conduct codes, such as indecent exposure.	Level D	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
(SEH) Sexual Harassment. A student shall not indulge in sexually-based behavior, which is unwelcome, repeated, or causes harm, that creates an intimidating, hostile, or offensive work or learning environment (RCW 28A.640.020(2)(f) and WAC 392-190-056); see OP 3205 and OP 5011.	Level E	✓	✓	✓	No	No	Consider Title IX Referral Consider School-Based Threat Assessment Referral
(SHO) Shooting.* A student shall not engage in any incident at a school that involves a shooting (regardless of whether anyone was hurt).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
(SKI) Skipping. A student shall not deliberately skip school or class.	Levels A-C and Level D	✓	No	No	No	No	

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DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(TFT) Theft or Possession of Stolen Property. A student shall not take or knowingly being in possession of stolen district property or property of others without permission (RCW 9A.56.020).</p>	Level E	✓	✓	✓	No	No	
<p>(TOB) Tobacco Products and Delivery Devices. District premises are tobacco-free properties; a student shall not use, sell, distribute, or possess any tobacco products and delivery devices (RCW 28A.210.310). Tobacco products and delivery devices include, but are not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, electronic smoking/vapor devices, “vapor pens,” hookahs, non-prescribed inhalers, nicotine delivery devices or chemicals that are not FDA-approved to help people quit using tobacco, devices that produce the same flavor or physical effect of nicotine substances, and any other smoking equipment, device, materials or innovation.</p>	Level D and Level E	✓	✓	✓	No	No	Prevention/ Intervention Referral ¹¹
<p>(TPF) Threats of Assault/Physical Attack With a Firearm or Explosive Device.* A student shall not express the intention to inflict harm, injury or damage to another person with a firearm or explosive device. Student physically had a firearm or explosive device on school premises. Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p>(TPO) Threats of Assault/Physical Attack Without a Weapon.* A student shall not express the intention to inflict harm, injury or damage to another person. A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people. (Note: If the behavior meets the definition of Bullying – Discriminatory (Codes BLC through BLQ); Harassment - Discriminatory (Codes HAC through HAQ); Harassment (Code HAA); Intimidation (Code IOA); or Bullying (Code BLA), the corresponding code should be applied.)</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p>(TPW) Threats of Assault/Physical Attack With a Weapon.* A student shall not express the intention to inflict harm, injury or damage to another person with a weapon. Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p>(TRS) Trespass. A student shall not enter onto school premises or into any school district building without authorization and shall leave school district premises when ordered to do so by district or school staff or by a law enforcement officer. A student shall leave public property adjacent to or in the vicinity of school premises when ordered to do so by a law enforcement officer (RCW 9A.52.070 - RCW 9A.52.090 and RCW 9A.84.020).</p>	Level D	✓	✓	✓	No	No	Contact Safety & Security Department ¹²
<p>(VIM) Violent Incidents With Major Injury.* <i>If this behavioral violation code is used, it must be attached to another behavioral violation code.</i> A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches. Any incident defined by school district policy as a violent offense that includes a major injury such as: severe fighting that results in a major injury, assault, homicide, kidnapping, sexual assault, or robbery. This category is the final, recoded, designation when school administration learns that previously coded student discipline behavior has resulted in one or more students, school personnel, or other persons on school grounds requiring professional medical attention. Within a week or two, or upon learning that a major injury resulted from one of the following coded behaviors that resulted in a major injury, the disciplining administrator will recode the discipline to this category.</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral

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DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(VIO) Violent Incidents Without Major Injury.* <i>If this behavioral violation code is used, it must be attached to another behavioral violation code.</i> Any incident defined by school district policy as a violent offense that is without major injury, such as: assault, kidnapping, sexual assault, or robbery. This category is the final, recoded, designation when school administration learns that previously coded student discipline behavior has not resulted in one or more students, school personnel, or other persons on school grounds requiring professional medical attention.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p>SUBSTANCE ABUSE – DISTRIBUTION OR SALE (Codes ZDA and ZDP). A student shall not distribute or sell contraband substances.</p> <p>▶ (ZDA) Distribution or Sale of Alcohol. District premises are alcohol-free properties; a student shall not distribute or sell alcohol on district properties.</p> <p>▶ (ZDP) Distribution or Sale of Drug Paraphernalia. District premises are drug paraphernalia-free properties; a student shall not distribute or sell drug paraphernalia items such as baggies, pipes, papers, hookahs, electronic smoking/vapor devices and “vapor pens.”</p>	Level E	✓	✓	✓	No	No	Prevention/ Intervention Referral
<p>SUBSTANCE ABUSE – DISTRIBUTION OR SALE (Codes ZDM and ZDS).* A student shall not distribute or sell contraband substances.</p> <p>▶ (ZDM) Distribution or Sale of Cannabis.* District premises are cannabis-free properties; a student shall not distribute or sell cannabis on district properties (RCW 69.50).</p> <p>▶ (ZDS) Distribution or Sale of Illegal Drugs or Other Substances.* District premises are properties free of illegal drugs and other controlled substances except when student medical needs are documented and dispensed by the school or with permission of the school; see OP 3416. A student shall not distribute or sell illegal drugs or other substances which may be used to create an altered state. This includes distribution or sale of any prescription or over-the-counter medication, such as aspirin, cough syrups, caffeine pills, or nasal sprays; this prohibition also includes look-alike drugs which are in possession for potential distribution as the real thing.</p>	Level F and Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Prevention/ Intervention Referral
<p>SUBSTANCE ABUSE – POSSESSION OR USE (Codes ZPA and ZPP). A student shall not possess or use contraband substances.</p> <p>▶ (ZPA) Possession or Use of Alcohol. District premises are alcohol-free properties; a student shall not possess or use alcohol on district properties.</p> <p>▶ (ZPP) Possession or Use of Drug Paraphernalia. District premises are drug paraphernalia-free properties; a student shall not possess or use drug paraphernalia items such as baggies, pipes, papers, hookahs, electronic smoking/vapor devices and “vapor pens.”</p>	Level E	✓	✓	✓	No	No	Prevention/ Intervention Referral
<p>SUBSTANCE ABUSE – POSSESSION OR USE (Codes ZPM and ZPS).* A student shall not possess or use contraband substances.</p> <p>▶ (ZPM) Possession or Use of Cannabis.* District premises are cannabis-free properties; a student shall not possess or use cannabis on district properties. Suspicion of being under the influence of cannabis may be included if it results in disciplinary action (RCW 69.50).</p> <p>▶ (ZPS) Possession or Use of Illegal Drugs or Other Substances.* District premises are properties free of illegal drugs and other controlled substances except when student medical needs are documented and dispensed by the school or with permission of the school; see OP 3416. A student shall not possess or use illegal drugs or other substances which may be used to create an altered state. This includes possession or use of any prescription or over-the-counter medication, such as aspirin, cough syrups, caffeine pills, or nasal sprays; this prohibition also includes look-alike drugs.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Prevention/ Intervention Referral

✓, * and ** See page #20, for the “District Discipline Matrix Key”

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(ZSF) Weapons: Distribution or Sale of Firearm or Explosive Device.* A student shall not distribute or sell any firearm or weapon parts or ammunition which are of an explosive nature in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. Dangerous weapons may include antique, commercially manufactured, or handmade items (RCW 9.41.280). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</u></p> <p>As defined by the <i>Gun Free Schools Act</i>, other firearms include the following: any weapon (including zip guns, starter guns, and flare guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; the frame or receiver of any weapon described above; any firearm muffler or firearm silencer; any destructive device, which includes: any explosive, incendiary, or poison gas such as bomb, grenade, or rocket having a propellant charge of more than four ounces; a missile having an explosive or incendiary charge of more than one quarter (¼) ounce; mine, or similar device; any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; or any combination or parts either designed or intended for use in converting any device into a destructive device described in the two (2) immediately preceding examples and from which a destructive device may be readily assembled.</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p>(ZSW) Weapons: Distribution or Sale of Weapons.* A student shall not distribute or sell any dagger, sword, knife (fixed, spring, or centrifugal thrust, pocket knife, box cutter) or other cutting or stabbing instrument, capable of producing bodily harm, in a manner, under circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for safety of other persons (RCW 9.41.250 and RCW 9.41.270). A student shall not distribute or sell any object created to be a weapon or with the intent of being used or perceived as a weapon, such as weapon facsimiles or look-alike guns or rifles; see behavioral violation (Code DBE) for obvious toy weapons, such as day-glo squirt guns. Other weapons examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); and BB or pellet guns (RCW 9.41). For purposes of student safety and to prevent disruption of the instructional environment, any object may be regarded as potentially harmful and may be classified as a weapon, depending on the circumstances of its use or the intent, threat, or intimidation associated with its presence. Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.</p>	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
<p>(ZWF) Weapons: Possession of Other Firearm or Explosive Device.* A student shall not possess other firearms (as defined below) in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. This behavioral violation requires a <u>mandatory</u> one-year expulsion under the <u>Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</u></p> <p><u>Other firearm</u> is not a handgun, rifle, or shotgun and is defined by the Gun Free Schools Act as: Any weapon (including starter guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; The frame or receiver of any such weapon; any firearm muffler or firearm silencer; any destructive device, which includes: a) any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces; missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device.) b) any weapon (other than a shotgun or shotgun shell) which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter. c) any combination or parts either designed or intended for use in converting any device into a destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. d) This shall not include any device which is neither designed or redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral

✓, * and ** See page #20, for the “District Discipline Matrix Key”

DISTRICT DISCIPLINE MATRIX CONT. (OP 3241.20XE)

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
<p>(ZWH) Weapons: Possession of Handguns.* A student shall not possess any handgun firearms which may be pistols or automatics and which, because of size, may be easily concealed in clothing or handbags and may customarily be fired by use of a single hand (RCW 9.41 and RCW 28A.600.420). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p>(ZWK) Weapons: Possession of Knives, Daggers.* A student shall not possess any dagger, sword, knife (fixed, spring, or centrifugal thrust, pocket knife, box cutter) or other cutting or stabbing instrument, capable of producing bodily harm, in a manner, under circumstances, and at a time and place that either manifests an intent to intimidate another or that warrants alarm for safety of other persons (RCW 9.41.250 and RCW 9.41.270). Student carried or possessed a weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p>(ZWM) Weapons: Possession of Multiple Firearms.* A student shall not possess multiple firearms, which is having one or more handguns or shotguns or rifles or a combination of these kinds of firearms (RCW 9.41). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral
<p>(ZWO) Weapons: Possession of Other Weapons.* A student shall not possess other weapons (as defined below) in the vicinity of school premises, on a school bus or other school-provided transportation, or at a school-sponsored event. Other weapon is defined as: Anything used as a weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm. Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants (RCW 9.41.280). See behavioral violation (Code DBE) for obvious toy weapons, such as day-glo squirt guns.</p>	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
<p>(ZWR) Weapons: Possession of Rifles, Shotguns.* A student shall not possess any shotgun or rifle type firearms whether long or short barreled, and whether single shot or rapid repeat fire as in the case of automatic or machine-gun type of delivery (RCW 9.41 and RCW 28A.600.420). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 392-400-820(1); and RCW 28A.600.420(1).</p>	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral

✓, * and ** See page #20, for the “District Discipline Matrix Key”

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

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

³ The “Range of Potential Responses Based on Conditions, Limitations, and Interventions” includes “Emergency Removal”. A school district may immediately remove a student from the student’s current school placement. The school district must have sufficient cause to believe that the students’ presence poses: (a) An immediate and continuing danger to other students or school personnel; or (b) An immediate and continuing threat of material and substantial disruption of the educational process.

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

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

⁶ “School-Based Threat Assessment Referral” refers to operational procedures outlined in OP 3225 “School-Based Threat Assessment”.

⁷ “HIB referral” refers to operational procedures outlined in OP 3207

“Harassment, Intimidation and Bullying (HIB) of Students Prohibited” in accordance with [RCW 28A.600.477](#) which may coincide with other responses such as a school-based threat assessment referral.

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

⁹ “Title IX Referral” refers to operational procedures outlined in OP 3205 “Sexual Harassment of Students Prohibited” or OP 5011 “Sexual Harassment of District Staff Prohibited” in accordance with [Title IX of the Education Amendments of 1972](#), as well as state civil rights requirements regarding sex discrimination and sexual harassment under [RCW 28A.640](#) and [WAC 392-190](#).

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

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

¹² Contact the Safety & Security department with information about the concern or issue.

DISTRICT CONTINUUM OF DISCIPLINE RESPONSES (OP 3241.21XE)

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

LEVEL G

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

LEVEL F

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

LEVEL E

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

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

LEVEL D

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

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

LEVELS A-C

LEVEL C

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

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

LEVEL B

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

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

LEVEL A

Behavioral violation initially occurs.
Teacher or school personnel:

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