Behavior Violation Matrix and Best Practices
Accompanies Policy/Procedure 3241

Behavior Level Violation[1] & Severity Level[2]	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	PS Incident Type and *(Subtype)*	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols[3]
Type 6 Firearm[4] *Weapon or device from which a projectile or projectiles may be fired by an explosive such as gunpowder.*	Weapons *(Weapons)*	N/A	N/A	N/A	N/A	Mandatory	*School-Based Threat Assessment Referral[5] *Contact Law Enforcement

Type 6 Behavioral Violations – Best Practices/Other Forms of Discipline

None – Mandatory Expulsion

Behavior Level Violation & Severity Level	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	PS Incident Type and *(Subtype)*	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols
Type 5 Assault - II[6] *Assault in the first degree has the intent **and** inflicts great bodily harm on another person. May involve a firearm or deadly weapon.*	Assault	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement
Sexual Assault[7] *Sexual Assault is rape, child molestation, sexual misconduct with a minor, indecent liberties, or voyeurism.*	Assault *(Sex Offences)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*Title IX Coordinator Referral[8] *Contact Law Enforcement
Illicit Drug Distribution[9] *Actual transfer from one person to another of a schedule 1-5 drug (opiates, stimulants, depressants, narcotics). Excluding hemp, marijuana, or CBD oils.*	Drugs, Alcohol, or other Prohibited Chemical Substance *(Drugs, Excluding Alcohol)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*Prevention/Intervention Referral[10] *Contact Law Enforcement
Possession of a Weapon[11] *Knowingly carrying or possessing a dangerous weapon as defined by: Firearm, slungshot, spring blade knife, nun-chu-kas, throwing stars, air gun (using compressed air or gas), tasers, brass knuckles, or concealed dagger.*	Weapons *(Weapons)* *(Possession of Dangerous Object)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement

Robbery[12] *A person commits robbery when they unlawfully take the personal property of another against their will with the use of or threatened use of force, violence, or fear of injury.*	Theft of Stealing *(Stealing, Theft, Larceny)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement
Assault of Teacher[13] *Directed towards a teacher or school staff, actions which have the intent **and** inflict great bodily harm causing serious bodily injury.*	Assault *(Assault)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement *Classroom Reassignment[14] *Alternate School Program Placement
Safety - II[15] *Behavior that adversely impacts the health or safety of other students or educational staff. Safety II violations will compare in severity as other Type 5 behaviors but do not fit into any of the categories above.*	Will Vary Depending on Violation	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	*School-Based Threat Assessment Referral *Contact Law Enforcement

Type 5 Behavioral Violations – Best Practices/Other Forms of Discipline

- Attempt lower-level continuum of responses as appropriate
- Follow mandatory school referrals and protocols
    - Involve violation of state/federal law, consult with school resource deputies or local law enforcement agencies
- Notify and attempt to involve the parent in the resolution
- Investigate evidence of the behavioral violation and confer with other school personnel
- Invite the student to share their perspective and explanation regarding the behavioral violation
    - Consider restorative justice practices and other forms of discipline
    - Consider behavior agreement/behavior contract
    - Consider school restrictions and/or safety plans needed
    - Consider suspension or expulsion (if allowable) as appropriate
- Document all referrals, other forms of discipline attempted or considered, and actions

** When a school administrator has good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate.*

Behavior Level Violation & Severity Level	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	PS Incident Type and *(Subtype)*	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols
Type 4 Assault - I[16]	Assault *(Assault)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact

*assault does not have the intent **or** inflict great bodily harm on another person and does not involve a firearm or deadly weapon. Incident is largely one-sided.*							
Fighting with Major Injury[17] *Fighting with major injury involves mutual participation in physical violence where there is injury, or substantial bodily harm (temporary disfigurement, impairment of any bodily part, or fracture of any bodily part). Or great bodily harm (injury that creates the probability of death, permanent disfigurement, or causes permanent loss of function of a bodily part).*	Fighting of Fighting Involvement *(Fighting)* *(Bodily Injury)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact
Sexual Harassment[18] *Sexual harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if that conduct or communication has the purpose or effect of substantially interfering with an individual's educational or work performance, or of creating an intimidating, hostile, or offensive educational or work environment. Sexual harassment may include conduct or communication that involves student to adult, student to student.*	Harassment, Intimidation, Bullying *(Sexual Harassment)*	Yes	Yes	Yes	No	No	**Must:** *Title IX Coordinator Referral **Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact
Discriminatory Harassment[19] *Discriminatory harassment involves behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and 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.*	Harassment, Intimidation, Bullying *(Harassment)*	Yes	Yes	Yes	No	No	**Must:** *Title IX Coordinator Referral *Civil Rights Coordinator Referral[20] **Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact
Malicious Harassment[21] *A person knowingly threatens to cause bodily injury immediately or in the future, cause physical damage to personal property, confine or restrain the person, or intend to harm the threatened person's physical safety or mental health safety. The person threatened has a reasonable belief that the threat will be carried out. Threats may be communicated in any way, including electronically.*	Harassment, Intimidation, Bullying *(Harassment)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact

Arson[22] *A person knowingly and maliciously causes a fire or explosion that causes damage.*	Arson *(Arson)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan
Marijuana Distribution[23] *A person will not sell or distribute marijuana, cannabis, or any "look-alike" substances.*	Drugs, Alcohol, or other Prohibited Chemical Substance *(Drugs, Excluding Alcohol)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	**Must:** *Contact law enforcement **Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan *Drug/alcohol cessation course
Alcohol Distribution[24] *A person will not sell or distribute alcohol or any "look-alike" substances.*	Drugs, Alcohol, or other Prohibited Chemical Substance (Alcohol, possession, use, sale)	Yes	Yes	Yes	No	No	**Must:** *Contact law enforcement **Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan *Drug/alcohol cessation course
Gang Intimidation or Activity[25] *A person commits the offense of criminal gang intimidation if the person threatens another person with bodily injury because the other person refuses to join or has attempted to withdraw from a gang.* *"Gang" means a group that: (a) consists of three or more persons; (b) has identifiable leadership; and (c) on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.*	Gang Conduct	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	**Must:** *Contact law enforcement *The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period. **Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Suspension or expulsion if student is a member of a gang and knowingly engages in gang activity on school grounds
Safety I[26] *Behavior that adversely impacts the health or safety of other students or educational staff. Safety II violations will compare in severity as other Type 4 behaviors but do not fit into any of the categories above.*	Will Vary Depending on Violation	Yes	Yes	Yes	No K-4 Yes 5-12	No	**Must:** *Contact law enforcement **Consider:** *Consult with Director of Student of Family services, Director of Secondary Ed, and

							Director of Elementary Ed for guidance *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan

Type 4 Behavioral Violations – Best Practices/Other Forms of Discipline

- Behavior contracts/behavior plans or charts
- School staff check-in/check-out system
- Community service or restitution
- Connection to an outside agency
- Use of school resource deputy/law enforcement for student check-ins
- Adult mentor
- Student mentor
- Educational projects (research topic related to violation, presentations, read an article)
- Restorative work with others involved
- Reflective exercises (how did behavior impact self, others)
- Frequent check-ins
- Involve students in the solution or correction
- Drug or alcohol cessation courses

** When a school administrator has good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate.*

Behavior Level Violation & Severity Level	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	PS Incident Type and *(Subtype)*	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols
Type 3 Bullying[27] Bullying refers to behavioral violations constituting intentional, unwanted, aggressive behavior that physically harms a student or damages the student's property. Bullying substantially interferes with a student's education and is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment. Bullying may have the effect of substantially disrupting the orderly operation of the school.	Harassment, Intimidation, Bullying *(Harassment)*	Yes	Yes	Yes	No	No	**Must:** *HIB form and investigation *HIB Compliance Officer Referral[28] **Consider:** *School-Based Threat Assessment Referral *Safety plan/no contact
Fighting without Major Injury[29] *Fighting without major injury involves mutual participation in physical violence where there may be*	Fighting or Fighting Involvement *(Fighting)* *(Bodily Injury)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral

*injury but **is not** substantial bodily harm (temporary disfigurement, impairment of any bodily part, or fracture of any bodily part). Or great bodily harm (injury that creates the probability of death, permanent disfigurement, or causes permanent loss of function of a bodily part).*							*Contact law enforcement *Safety plan/no contact
Illicit Drug Possession or Use[30] *Possession or use of a schedule 1-5 drug (opiates, stimulants, depressants, narcotics). Excluding hemp, marijuana, or CBD oils.*	Drugs, Alcohol, or other Prohibited Chemical Substance *(Drugs, Excluding Alcohol)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course
Marijuana Possession or Use[31] *A person will not unlawfully use or possess marijuana, cannabis, or any "look-alike" substances or be under the influence of or in possession of drug paraphernalia.*	Drugs, Alcohol, or other Prohibited Chemical Substance *(Drugs, Excluding Alcohol)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course
Alcohol Possession or Use[32] *A person will not possess, use or be under the influence of any alcoholic beverage.*	Drugs, Alcohol, or other Prohibited Chemical Substance *(Alcohol, possession, use, sale)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course
Tobacco Distribution[33] *A person will not sell or distribute any tobacco product, including electronic cigarettes or vaping products.*	Tobacco or Nicotine Products use or Possession *(Tobacco, Possession or use)* *(Vaping)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Drug/alcohol cessation course
Theft[34] *Theft refers to behavioral violations involving the taking or knowingly possessing stolen district property or property of others without permission.*	Theft of Stealing *(Stealing, Theft, or Larceny)* *(Possession of Stolen Property)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan/no contact *Restitution
Other III[35] *Behavioral violations not amounting to a Type Four behavioral violation but cannot be categorized under any other Type Three behavioral violations, which may cause a major disruption to the educational environment.*	Will Vary Depending on Violation	Yes	Yes	Yes	No	No	**Consider:** *Consult with Director of Student of Family services, Director of Secondary Ed, and Director of Elementary Ed for guidance

							*School-Based Threat Assessment Referral *Contact law enforcement *Safety plan

Type 3 Behavioral Violations – Best Practices/Other Forms of Discipline

- Parent/family contact and involvement in problem-solving
- Problem-solving conference with the student
- Behavior contracts/behavior plans or charts
- School staff check-in/check-out system
- Community service or restitution
- Break system for the student (alternate location, preferred choice tasks, art, run laps, take a walk)
- Adult mentor
- Student mentor
- Educational projects (research topic related to violation, presentations, read an article)
- Restorative work with others involved
- Reflective exercises (how did behavior impact self, others)
- Frequent check-ins
- Connection to a school counselor – social skills, conflict resolution, anger management
- Involve students in the solution or correction
- Drug or alcohol cessation courses

** When a school administrator has good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to the student, other students or school staff, or an immediate and continuing threat of substantial disruption of the educational process, immediate emergency removal or emergency expulsion may be appropriate.*

Behavior Level Violation & Severity Level	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	PS Incident Type and *(Subtype)*	Classroom Exclusion	ISS	OSS Short	OSS Long	Expulsion	School Referrals and Protocols
Type 2 Destruction of Property[36] *Destruction of property refers to behavioral violations involving intentional damage to school property or the property of others.*	Damage to, or Destruction of Property *(Vandalism)*	Yes	Yes	Yes	No K-4 Yes 5-12	No K-4 Yes 5-12	**Must:** *The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period. **Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan

Physical Aggression[37] *Physical aggression refers to behavioral violations involving a student engaging in physical contact where a **minor injury** may occur (e.g., hitting, kicking, slapping, hair pulling, scratching, etc.)*	Other *(Physical Aggression)*	Yes	Yes	No	No	No	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan
Tobacco Possession or Use[38] *Behavioral violations which involve the possession or use of tobacco products, paraphernalia, electronic cigarettes, or vaping products.*	Tobacco or Nicotine Products use or Possession *(Tobacco, Possession or use)* *(Vaping)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan *Tobacco cessation course/curriculum
Failure to Cooperate[39] *Failure to cooperate refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school staff.* ***Mitigating factors which may elevate violation to higher severity level: (Type 3 other III)** **Causes a major disruption of the educational environment* **Supervisory/safety concern* **Ongoing and escalation of failure to cooperate*	Defiance of School Authority *(Defiance)* *(Lack of Compliance)*	Yes	No	No	No	No	**Must:** *Consult Type 3 behavioral and best practice and other forms of discipline **Consider:** *Safety plan
Sexually Inappropriate Conduct[40] *Sexually inappropriate conduct refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal.*	Lewd, Obscene or Profane Language, Gestures, or Materials *(Lewd conduct)*	Yes	Yes	Yes	No	No	**Consider:** *School-Based Threat Assessment Referral *HIB referral *Title IX Coordinator Referral *Contact law enforcement *Safety plan/no contact
Disruptive Conduct[41] *Disruptive conduct – II refers to behavioral violations involving actions that materially and substantially interfere with the educational process.* ***Mitigating factors which may elevate violation to higher severity level: (Type 3 other III)** **Causes a major disruption of the educational environment* **Supervisory/safety concern* **Ongoing and escalation of failure to cooperate*	Disruptive Conduct *(Disruptive Behavior)*	Yes	No	No	No	No	**Must:** *Consult Type 3 behavioral and best practice and other forms of discipline **Consider:** *Safety plan
Other II[42] *Behavioral violations not amounting to a Type Three behavioral violation but cannot be categorized under*	Will Vary Depending on Violation	Yes	No	No	No	No	**Consider:** *Consult with Director of Student of Family services, Director of Secondary Ed, and

any other Type Two behavioral violations, which may cause a major disruption to the educational environment.							Director of Elementary Ed for guidance *School-Based Threat Assessment Referral *Contact law enforcement *Safety plan

Type 2 Behavioral Violations – Best Practices/Other Forms of Discipline

- Parent/family contact and involvement in problem-solving
- Behavior contracts/behavior plans or charts
- School staff check-in/check-out system
- Community service or restitution
- Break system for the student (alternate location, preferred choice tasks, art, run laps, take a walk)
- Adult mentor
- Student mentor
- Educational projects (research topic related to violation, presentations, read an article)
- Restorative work with others involved
- Reflective exercises (how did behavior impact self, others)
- Frequent check-ins
- Loss of privileges
- Involve students in the solution or correction

Type 1 Behavioral Violations

*Type 1 behavioral violations are low-intensity, minor infractions which are not intended to have classroom exclusionary consequences for any student
*Initially, type 1 behavioral violations are intended to be resolved by the classroom teacher or supervisory staff (playground, commons area, lunch room)
*Repeated violations of type 1behaviors may elevate behavior to a type 2 violation
*This list is not inclusive of all low-intensity, minor behavior infractions

Disruptive Conduct - I[43]

"Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district policy.

Dress Code[44]

"Dress code' refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by district policy and procedure. Dress code and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on educationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when the situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A school district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race,

including "protective hairstyles" such as afros, braids, locks, and twists.

Physical Contact[45]
Physical contact refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy

Defiance[46]
Defiance refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

Disrespect[47]
Disrespect refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

Academic Dishonesty/Plagiarism[48]
Academic dishonesty/plagiarism refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.

Property Misuse[49]
Property misuse refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

Inappropriate Language[50]
Inappropriate language refers to behavioral violations involving non-threatening or unintentional use of inappropriate language.

Other II[51]
Other – I refers to behavioral violations not amounting to a Type Two behavioral violation but that cannot be categorized under any other Type One behavioral violations.

Type 1 Behavioral Violations – Best Practices/Other Forms of Discipline

- Redirection
- Speaking to expected behavior, encourage responsible behavior
- Phone call/email home
- Conference with student
- Use best practices for classroom management

"Behavioral violation" refers to a student's behavior that violates Mead School District's discipline policy. In accordance with WAC 392-400-110(1)(a), discipline policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this 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 this 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 chapter 392-400 WAC and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension.

Note, while this matrix organizes behavioral violations into severity levels that correlate with categories of potential responses intended to match the severity of behavior types, districts may also decide to organize behavioral violations so as to clearly delineate between minor versus major or classroom-managed versus office-managed behavioral violations. Within this matrix the Type One category provides examples of low-level behavioral violations that should be managed at the classroom level without resulting in the use of any exclusionary discipline practices and the Type Two category provides examples of some behavioral violations that may be office-managed without resulting in the use of suspension or expulsion. Regardless of how a district categorically labels behavioral violations under the Type Two through Type Five categories in this matrix, in accordance

vith WAC 392-400-430(2) the school district must consider the nature and circumstances of the behavioral violation when determining whether suspension or expulsion, and the ength of the exclusion, is warranted.

Note, the information under this column represents a limited list of school referrals or protocols that may be required under corresponding district policies and is not to be nterpreted as comprehensive. Districts should adapt the information as necessary in accordance with federal and state laws.

"Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act; WAC 92-400-820(1); RCW 28A.600.420(1).

"School-based threat assessment referral" refers to MSD policy and procedure 3225.

"Assault – II" refers to behavioral violations that meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

"Sexual assault" refers to behavioral violations that meet the definition of certain sex offenses under RCW 9.94A.030(47).

"Title IX Coordinator referral" refers to the school district personnel designated to coordinate the district's compliance with Title IX of the Education Amendments of 1972, as well as state civil rights requirements regarding sex discrimination and sexual harassment under chapters 28A.640 RCW and 392-190 WAC.

"Illicit drug distribution" refers to behavioral violations that meet the definition of delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.

[10] "Prevention/intervention referral" refers to substance use prevention and intervention personnel or services available to the district, which may also include Student Assistance Program or other behavioral health supports at the district or community level.

[11] "Possession of a weapon" refers to behavioral violations that meet the definition of an offense under RCW 9.41.280.

[12] "Robbery" refers to behavioral violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.

[13] "Assault of teacher" refers to behavioral violations that meet the definition of an offense directed toward a teacher under WAC 392-400-810(1) and RCW 28A.600.460(2)—which may include behavioral violations under WAC 392-172A-05149(1)(c) involving "serious bodily injury" as defined under Section 1365 h)(3) of Title 18, U.S.C.

[14] 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 ıot 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."

[15] 16 "Safety – II" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational taff" under RCW 28A.600.015(6)(d) and meets the criteria for administering expulsion under WAC 392-400-445(2) but that does not constitute a Type Five ehavioral violation under any other category.

[16] "Assault – I" refers to behavioral violations involving an assault upon another person that ***do not*** meet the definition of an offense under RCW 9A.36.011 or RCW 9A.36.021.

[17] "Fighting with major injury" refers to behavioral violations involving mutual participation in physical violence where there is injury that meets the definition of substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4)—which may include behavioral violations under WAC 392-172A-05149(1)(c) nvolving "serious bodily injury" as defined under Section 1365 (h)(3) of Title 18, U.S.C.

[18] "Sexual harassment" refers to behavioral violations that meet the definition of an offense under RCW 28A.640.020(2)(f) and WAC 392-190-056.

[19] "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically hreatening, and 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 in violation of district policy and procedure.

[20] "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance vith state nondiscrimination laws under chapters 28A.640 and 28A.642 RCW, and chapter 392-190 WAC.

[21] "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.020(1).

[22] "Arson" refers to behavioral violations that meet the definition of an offense under RCW 9A.48.020 or RCW 9A.48.030.

[23] "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter 69.50 RCW.

[24] "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.

[25] "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW 9A.46.120 or RCW 28A.600.455. The district nay only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.

[26] "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational

taff" under RCW 28A.600.015(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC 392-400-440(2) ut that cannot be categorized under any other Type Four behavioral violations.

[7] "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and 2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW 28A.600.477(5)(b)(i)—excluding Type Four behavioral iolations that constitute sexual harassment, discriminatory harassment, and malicious harassment.

[8] "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) olicies and procedures in accordance with RCW 29A.600.477—which may coincide with other responses such as a school-based threat assessment referral.

[9] "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the lefinition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4).

[10] "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW.

[11] "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter 69.50 RCW.

[12] "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.

[13] "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, ncluding violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

[14] "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without ermission in violation of district policy.

[15] "Other – III" refers to behavioral violations not amounting to a Type Four behavioral violation but that cannot be categorized under any other Type Three ehavioral violations.

[16] "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of iolations under RCW 28A.635.060. The district **may only consider administering long-term suspension or expulsion in response to two or more behavioral iolations within a three-year period.**

[17] "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a **minor injury** may occur (e.g. hitting, kicking, lapping, hair pulling, scratching, etc.) in violation of district policy.

[18] "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, ncluding violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.

[19] "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school ersonnel in violation of district policy.

[20] "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district olicy.

[21] "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

[22] "Other – II" refers to behavioral violations not amounting to a Type Three behavioral violation but that cannot be categorized under any other Type Two ehavioral violations.

[23] "Disruptive conduct – I" refers to behavioral violations involving low-intensity actions that may briefly interrupt learning activities in violation of district olicy.

[24] "Dress code" refers to behavioral violations involving a student wearing clothing that is not within the dress code guidelines defined by district policy and procedure. Dress ode and grooming policies may not discriminate on the basis of a protected class under chapters 28A.640 or 28A.642 RCW, including sex, race, color, religion, reed, national origin, sexual orientation, gender identity, gender expression, and disability. Dress codes and grooming policies should be based on ducationally relevant considerations, apply consistently to all students, include consistent discipline for violations, and make reasonable accommodations when he situation requires an exception. Dress codes should be gender neutral to avoid discrimination on the basis of sex, gender identity, or gender expression. A chool district may not discriminate against students who have hairstyles or hair texture that is historically associated or perceived to be associated with race, ncluding "protective hairstyles" such as afros, braids, locks, and twists.

[25] "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

[6] "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.
[7] "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.
[8] "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.
[9] "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.
[10] "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language.
[11] "Other – I" refers to behavioral violations not amounting to a Type Two behavioral violation but that cannot be categorized under any other Type One behavioral violations.