



STEILACOOM HISTORICAL SCHOOL DISTRICT REGULAR BOARD MEETING MINUTES

Wednesday, December 17, 2025

Steilacoom Historical School District Professional Development Center

1. OPENING ITEMS

1.1 Call the Meeting to Order

Chair Scott called the meeting to order at 6:00 p.m.

1.2 Pledge of Allegiance

Executive Director Susanne Beauchaine led the Pledge of Allegiance.

1.3 Roll Call

Motion to excuse Director Rohrer

Moved by: Melanie Tinsley

Seconded by: Patrick Lewis

The motion to excuse Director Rohrer passed 4/0.

Directors Lewis, McDonald, Scott, and Tinsley present.

1.4 Agenda Review

Chair Scott asked if anyone had any questions about the agenda. No questions.

1.5 Approval of Agenda

Motion to approve the agenda as published

Moved by: Jennifer McDonald

Seconded by: Patrick Lewis

The motion to approve the agenda as published passed 4/0.

2. PRESENTATIONS

2.1 SHSD Challenge Coin Presentation

SHSD Challenge Coin 

Laurie Vallieres

Dr. Vallieres shared as part of the district's ongoing work with DoDEA grants, the Steilacoom Historical School District is committed to meaningful promotion and branding efforts that reflect both our district's values and the unique character of our military connected community. One important tradition within military culture is the use of challenge coins. These small tokens are presented to recognize excellence, commemorate achievement, and build a sense of belonging.

To honor this tradition and strengthen our connection to the military families we serve, the district launched its first Challenge Coin Design Contest last spring. Students across the district were invited to submit original artwork that captured the spirit and history of our schools. A review panel evaluated all submissions based on artistic quality, symbolism, and representation of our district's identity.

We are proud to announce that the winning design was created by Oliana Ogota, now a 5th grader at Saltar's Point Elementary. Oliana's artwork features the iconic 1918 Building, a symbol deeply rooted in the history and heritage of our community. Her thoughtful choice to highlight this landmark beautifully reflects the legacy and pride of Steilacoom's schools.

A veteran owned coin shop located in Lacey transformed Oliana's artwork into the first official Steilacoom Historical School District Challenge Coin. These coins will now serve as a meaningful way for the district to honor staff, students, and guests in recognition of exceptional contributions, achievements, and service to our schools.

We are excited to present her with the very first Steilacoom Historical School District Challenge Coin after the district's winter break. Thank you, Oliana, and congratulations on your amazing design.

3. COMMENTS FROM THE AUDIENCE

Members of the audience wishing to comment on specific items on this agenda will be allowed to comment briefly during the Comments from the Audience portion of the agenda. Those wishing to speak will please sign the Speaker List in order to be recognized by the Board. Please limit your comments to three (3) minutes. The Board will not entertain comments during any other part of the meeting. Remarks of

a negative nature singling out specific employees, other than the Board or Superintendent, will not be heard outside of Executive Session. The Board reserves the right to terminate presentations containing personal attacks on individuals.

3.1 Comments from the Audience

Heidi Anderson shared her concerns regarding discipline procedures at Steilacoom High School.

4. REPORTS

4.1 Budget Status Report

[Budget Status Report](#) 

Sarah Jahn

Ms. Jahn, CFO, shared budget status reports for all funds as of the end of November 2025, along with charts and data showing monthly enrollment, general fund balance, and general fund cash balance.

No questions from directors.

4.2 Steilacoom High School Fall Athletics Recap

[SHS Fall Athletics Recap](#) 

Laura Conklin

Ms. Conklin, Steilacoom High School Assistant Principal, shared a recap of SHS fall athletics including team academic achievements as well as athlete and coach accomplishments and recognitions. At 35% of the student body, SHS has the largest athlete participation percentage of any high school in the South Puget Sound League.

Director Lewis commended the SHS athletic program for also excelling academically. Director Tinsley commented on the incredible leadership from the top - including coaches and older student athletes. Director McDonald thanked Erin Anderson for her incredible coaching. Chair Scott congratulated Ava Field for being recognized as Tacoma Athletic Commission Athlete of the Year for the second year.

5. RECOGNITION OF OUTGOING BOARD MEMBER - Jennifer McDonald

Chair Scott thanked Director McDonald for her 8 years of service on the SHSD Board of Directors, and the progress the district has made in regards to dyslexia as well as social emotional learning. Director Lewis thanked her for the expertise she brought to the board. Director Tinsley shared it has been an honor to serve on the board alongside Dr. McDonald, and invited her to continue to share her input.

Dr. Weight shared that from the very beginning, Director McDonald grounded our district's work in what matters most: the mental health, resilience, and well-being of the students we serve. Dr. McDonald's leadership strengthened our SEL work, deepened our understanding of the science of reading, and sharpened our practices around 504s and accommodations. Because of her influence, our systems are stronger, our practices more responsive, and our students better served. Dr. Weight thanked Dr. McDonald for her dedication, expertise, humor, and unwavering commitment to the children of our district - sharing her impact will be felt for years to come.

Dr. Vallieres thanked Director McDonald for the lasting legacy she has made on the students and staff of our school district.

Director McDonald shared serving on the school board has been a joy and a learning experience, and she has loved the relationships built with other board members - always striving to find middle ground - which is even more important now than it was 8 years ago when she first joined the board.

6. SWEARING IN OF DIRECTOR POSITIONS 1, 2, and 3 - Cody Balogh, Patrick Lewis, and Melanie Tinsley

Superintendent Weight

Dr. Weight presented the Oath of Office to directors Balogh, Lewis, and Tinsley, all of whose terms are until 2029.

7. CONSENT AGENDA

The purpose of the consent agenda is to reduce time going through motion, second and voting on issues of common consent. Any Board member can ask for any item to be removed from the consent agenda. There is no discussion of items on the consent agenda. By motion of the Board, remaining items are approved without discussion as part of the consent agenda. Discussion of items removed from the consent agenda occurs immediately following action on the consent agenda.

- 7.1 Approval of November and December 2025 Accounts Payable and November 2025 Payroll
[November and December 2025 Accounts Payable and November 2025 Payroll](#) 
- 7.2 Approval of November 19 2025 Regular Board Meeting Minutes
[November 19 2025 Regular Board Meeting Minutes](#) 

7.3 Approval of Personnel Reports

[Certificated Personnel Report December 17 2025](#) 

[Classified Personnel Report December 17 2025](#) 

[Co-Curricular Personnel Report December 17 2025](#) 

7.4 Vote to Approve Consent Agenda

Motion to approve Consent Agenda

Moved by: Melanie Tinsley

Seconded by: Cody Balogh

The motion to approve the Consent Agenda passed 4/0.

8. NEW BUSINESS

8.1 Election of Board Chair

Superintendent Weight

Dr. Weight called for nominations for Board Chair for the next 12 months. Director Lewis nominated Director Scott. No other nominations.

Roll Call Vote - Balogh, Scott; Lewis, Scott; Scott, Scott; Tinsley, Scott.

Director Scott will serve as the Board Chair for one year.

8.2 Election of Board Vice Chair

Board Chair

Chair Scott called for nominations for Board Vice Chair for the next 12 months. Director Tinsley nominated Director Rohrer.

Roll Call Vote - Balogh, Rohrer; Lewis, Rohrer; Scott, Rohrer; Tinsley, Rohrer.

Director Rohrer will serve as the Board Vice Chair for one year.

8.3 Election of Board Legislative Representative

Board Chair

Chair Scott opened the floor for nominations for Legislative Representative to serve a two-year term. Director Lewis nominated Director Rohrer.

Motion to elect Director Rohrer as Legislative Representative to serve a two-year term.

Director Rohrer was elected to serve a two-year term as Legislative Representative.

- 8.4 Approval of Pioneer Middle School Outdoor Education Plan
[Pioneer Middle School 6th Grade Outdoor Education Plan Spring 2026](#)



JoAnne Fernandes

Ms. Fernandes shared the Pioneer Middle School 6th Grade Outdoor Plan for Spring of 2026. Per Board Policy 2320 - Field Trips, Excursions and Outdoor Education Plan - the Outdoor Education Plan (also known as 6th grade Camp) must be presented to the board for annual approval.

Motion to approve the Pioneer Middle School Outdoor Education Plan for Spring 2026

Moved by: Patrick Lewis

Seconded by: Cody Balogh

The motion to approve the Pioneer Middle School Outdoor Education Plan for Spring 2026 passed 4/0.

- 8.5 Resolution 944-12-17-25 Authorizing Execution of School Mitigation Agreement (Old Fort Lake)

[Resolution 944-12-17-25 Authorizing Execution of School Mitigation](#)

[Agreement](#)

Superintendent Weight

Dr. Weight shared a mitigation agreement has been reached with Albatross Estates, LLC, the owner of 261 acres of property that will be developed under the Old Fort Lake Subarea Plan in DuPont. As mitigation of the development impacts the school district, the Owner has proposed conveyance to the District of a 10-acre parcel within the development for a future school site in exchange for the District's credit to the developer of a portion of future impact fee payments for new dwelling units constructed as a part of the development.

Motion to approve Resolution 944-12-17-25 Authorizing Execution of School Mitigation Agreement

Moved by: Melanie Tinsley

Seconded by: Patrick Lewis

**The motion to approve Resolution 944-12-17-25 Authorizing
Execution of School Mitigation Agreement passed 4/0.**

- 8.6 First Reading of Policy 6220 Bid or Request for Proposal Requirements

[Policy 6220 Bid or Request for Proposal Requirements](#) 

Sarah Jahn

Ms. Jahn shared Policy 6220 Bid or Request for Proposal Requirements has been updated to reflect the current micro-purchase threshold (MPT) established by Federal Acquisition Regulation, effective October 1, 2025.

Motion to approve Policy 6220 Bid or Request for Proposal Requirements

Moved by: Patrick Lewis

Seconded by: Cody Balogh

**The motion to approve Policy 6220 Bid or Request for Proposal
Requirements passed 4/0.**

- 8.7 Board Goal - 5000 Series Policy Review

[5000 Series Policy Review December 17 2025](#) 

Chair Scott/Susanne Beauchaine

District Policies 5020 Collective Bargaining and 5515 Workforce Secondary Traumatic Stress were included in this month's packet for board review.

No comments from directors.

9. CLOSING ITEMS

- 9.1 Board Communication

No communication received by all board members.

- 9.2 Announcements

Director Tinsley shared there are just 2 more days until Winter Break.

9.3 Adjourn Meeting

Motion to adjourn the meeting at 6:52 p.m.

Moved by: Melanie Tinsley

Seconded by: Cody Balogh

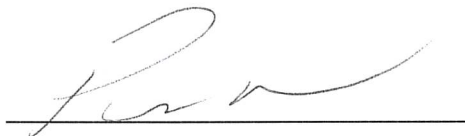
The motion to adjourn the meeting at 6:52 p.m. passed 4/0.



(Chair)







K. Weight
(Secretary/Superintendent)

Steilacoom Historical School District

Affidavit covering payment of payroll and invoices for General Fund, Capital Projects Fund, Associated Student Body Fund, Private Purpose Trust Fund and Transportation Vehicle Fund.

DATE: December 17, 2025

THIS IS TO CERTIFY, under penalty of perjury, that the undersigned has examined the attached vouchers and payroll, and that each of the invoices and vouchers were duly certified to have been received and checked as to price and quantity and have been duly certified by the claimant, as required by law; that the extensions and additions of said invoices and vouchers have been checked by Business Office staff and were found to be correct.


Sarah Jahn, Chief Financial Officer

THIS IS TO CERTIFY that the warrants and electronic transfers of the Steilacoom Historical School District No. 1, Pierce County, Washington, as listed below, have been allowed by the School Board of this district.

FUND NAME		WARRANTS (INCLUSIVE)			AMOUNT
<u>GENERAL FUND:</u>					
	Payroll	800985	to	800986	\$ 4,389.56
	Payroll A/P	136244	to	136260	\$ 581,183.11
	Payroll ACH Payments				\$ 476,408.36
	Payroll Taxes				\$ 672,864.48
	Direct Deposit				\$ 1,873,665.25
November 24, 2025	Accounts Payable	136261	to	136303	\$ 494,975.04
	Accounts Payable	136304	to	136339	\$ 486,049.70
	Accounts Payable	136340	to	136340	\$ 25.60
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
	Accounts Payable		to		
December 9, 2025	Accounts Payable ACH	202500028	to	202500029	\$ 4,931.80
December 4, 2025	Accounts Payable ACH	202500024	to	202500024	\$ 41,620.46
TOTAL GENERAL FUND:					\$ 4,636,113.36

CAPITAL PROJECTS FUND:

	Accounts Payable		to		
December 11, 2025	Accounts Payable ACH	200681	to	200684	\$ 210,812.89
December 9, 2025	Accounts Payable ACH	202500030	to	202500030	\$ 12.12
December 4, 2025	Accounts Payable ACH	202500025	to	202500025	\$ 120.00
TOTAL CAPITAL PROJECTS FUND:					\$ 210,945.01

ASSOCIATED STUDENT BODY FUND:

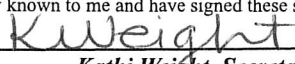
November 24, 2025	Accounts Payable	405757	to	405767	\$ 74,175.61
	Accounts Payable	405768	to	405775	\$ 6,493.24
	Accounts Payable		to		
	Accounts Payable		to		
December 9, 2025	Accounts Payable ACH	202500031	to	202500031	\$ 158.67
December 4, 2025	Accounts Payable ACH	202500026	to	202500026	\$ 14,511.49
TOTAL ASSOCIATED STUDENT BODY FUND:					\$ 95,339.01

TRANSPORTATION VEHICLE FUND:

TOTAL TRANSPORTATION VEHICLE FUND:

Board of Directors of Steilacoom Historical School District No. 1

I, Kathi Weight, being duly sworn, depose and say: That I am the Secretary to the Board of Steilacoom Historical School District No. 1, Pierce County, Washington, and that the above signatories are personally known to me and have signed these statements in my presence.


Kathi Weight, Secretary to the Board

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
CERTIFICATED PERSONNEL REPORT - DECEMBER 17, 2025

Name	Position	FTE	Location	Effective Date	Action	Comment
JAMANDRON FLORELLE	TEACHER	1.00	SALTARS POINT	12/18/2025	NEW HIRE	

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
CLASSIFIED PERSONNEL REPORT - DECEMBER 17, 2025

Name	Position	Hours	Location	Effective Date	Action	Comment
MANLEY SAVANNAH	PARAPROFESSIONAL	6.50	PIONEER	1/5/2026	NEW HIRE	
LAWSON EMMA	PARAPROFESSIONAL	6.50	HIGH SCHOOL	1/5/2026	NEW HIRE	
ESCALANTE CHELSEA	PARAPROFESSIONAL	6.50	CHLOE CLARK	12/11/2025	RESIGNATION	
AMBROSIO DALLAS	NETWORK TECHNICIAN	8.00	DISTRICT OFFICE	12/26/2025	RESIGNATION	

STEILACOOM HISTORICAL SCHOOL DISTRICT NO. 1
CO-CURRICULAR PERSONNEL REPORT - DECEMBER 17, 2025

Name	Position	Location	Effective Date	Amount	Comment
NOLTING NATE	UNIFIED SPORTS ADVISOR	HIGH SCHOOL	12/01/2025	\$ 600.00	
KHALSA ADI	UNIFIED SPORTS ADVISOR	HIGH SCHOOL	12/01/2025	\$ 600.00	
BRADBURY TOM	UNIFIED SPORTS ADVISOR	HIGH SCHOOL	12/01/2025	\$ 600.00	
CABIGTING RYAN	ASSISTANT BOYS BASKETBALL COACH	PIONEER	01/20/2026	\$ 3,176.75	

12/17/25 Board statement on use of internal discipline matrix at SHS.

Thank you for your time and attention to this matter of concern for students at Steilacoom High School.

My husband and I have three students at Steilacoom HS. I found out in September that the high schools administration is using their own internal discipline matrix to assign discipline that is not shared with parents or students. I found out about this internal matrix when one of my sons was suspended for a discipline referral. This was my son's 1st time getting a discipline referral since he has been a student in this district for the last 9 years. I appealed his suspension to the board, and the board reviewed my request on September 29th. The board stood by the discipline given.

The internal matrix that was used to assign this discipline and many others does not always align with the districts discipline matrix that is in the student handbook. Parents and students have signed and agreed to the discipline matrix in the district's student handbook, not the internal discipline matrix that the administrators are using.

There are 32 instances where the internal high school discipline matrix doles out harsher consequences, has mismatched levels, and/or in one instance is in direct conflict with the discipline matrix that is in the student handbook (see Steilacoom Discipline Matrix Gaps chart).

The high school administration's goal to reduce biases by using their private matrix actually introduces biases. They are not student centered and do not allow for progressive levels of discipline as required by the district's handbook and best practices.

Steilacoom Discipline Handbook requires:

- Attempt restorative justice practices and other forms of discipline
- Consider behavior agreement
- Consider suspension as appropriate
- Document all referrals, and **other** forms of discipline, attempted, and actions.

***Example of the Internal Matrix providing harsher consequences than the student handbook discipline matrix:**

Retrieved from SHS Internal Matrix retrieved through records request:

Steilacoom HS - Administrative Guidelines for Responding to Student Behavior

Marijuana Possession or Use	Possession of marijuana, or related controlled substances.	5 Day STS & Safe Schools module upon return.
-----------------------------	--	--

Retrieved from Student Handbook Discipline Matrix 3214F:

Level E Major Behavioral Violations and Response DISTRICT CONTINUUM OF RESPONSE					
Behavioral Violation & Severity Level	Description	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School referrals and protocols
E-Alcohol possession or use	Possession or consumption of alcohol in violation of district policy.	✓	✓	✓	Prevention and Intervention Referral
E-Harassment, Intimidation, Bullying (HIB)	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)	✓	✓	✓	Refer to HIB officer
E-Fight Promotion	Instigating, promoting, or escalating a fight, as well as failure to disperse.	✓	✓	✓	
E-Fighting without major injury	Mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW 9A.04.110(4) .	✓	✓	✓	Threat assessment referral
E-Illicit drug possession or use	Possession of controlled substances, excluding marijuana, under Chapter 69.50 RCW .	✓	✓	✓	Prevention and Intervention Referral
E-Marijuana possession or use	Possession of marijuana-related controlled substances under chapter 69.50 RCW .	✓	✓	✓	Prevention and Intervention Referral

As you can see, the internal matrix assigns a 5-day suspension for a Level E marijuana possession or use without even attempting progressive levels of discipline. The student handbook discipline matrix allows for classroom exclusion, in school suspension, or short-term suspension.

*Only the underlined bullet points occurred during my son's disciplinary process.

DEFINITION OF LEVELS From Student Handbook & Responses	
Level E Type Three Behavioral Violations	• Attempt lower-level continuum of responses as appropriate • <u>Student referral and investigate evidence of behavioral violation</u> • Administrator notifies and attempts to involve the parent in the resolution. • <u>Administrator confers with teacher or other school personnel</u> • <u>Administrator invites student to share their perspective and explanation regarding the behavioral violation</u> • Follow mandatory school referrals and protocols • Attempt restorative justice practices and other forms of discipline • Consider behavior agreement • Consider suspension as appropriate • Document all referrals, other forms of discipline attempted, and actions

When looking at both discipline matrices, I uploaded both documents into AI and asked this question...

Find the discrepancies between these two discipline matrices.

The results provided me with those 32 instances where they did not align (see Steilacoom Discipline Matrix Gaps chart).

My requests prioritized by order of importance:

- The high school administration immediately stop using their internal private matrix that parents/students cannot see and do not sign and agree to. The matrix is somewhat a new practice, since this new administration was put in place 3 years ago.
- If the school board believes this internal matrix should continue to be used; it should align with the districts **AND** be added to the current district handbook discipline policy **AND** share the updated version with parents/students ASAP.
- Or, even better, create an opportunity for parents and students to have input on this internal matrix even though two separate discipline matrices could be confusing at best and pointless if they truly align.
- Use progressive levels of discipline where appropriate. Not all students are the same and require different scaffolded supports and progressive levels of discipline, preferably with parents' input and support.
- Reconsider my son's discipline. Board member Ms. Tinsley asked for clarification when reading through the discipline documents provided to the board for my son's case. She asked Dr. Kathi Weight which discipline matrix I was referring to. She was misinformed by Dr. Weight that I was referring to the student handbooks discipline matrix 3241F. That is not the case, and I was not able to speak or bring my concerns at the review hearing that occurred 9/29/25. (see email communication below)

What this means for alignment if you choose to continue using the internal matrix.

- If HS wants full alignment, you'll likely want to:
 - 1) **Reclassify** Bus Disruption and Off Campus from A–C to **Level D** in HS guidance (or add explicit escalation from A–C to D),
 - 2) **Add/clarify required officer referrals** (Title IX, Civil Rights, HIB, Safety) where District mandates them,
 - 3) **Adjust firearm language** to match District's **mandatory one-year** expulsion framework (with any legally allowed case-by-case modification noted at the District level), and

4) Decide where HS's fixed STS/LTS **day counts** should be harmonized with District's **range-based** approach (or explicitly framed as **recommended minimums** under District ceilings).

Additional Email communications regarding internal discipline matrix being used.

Board member Melanie Tinsley asked Dr. Kathi Weight this question in an email on 9/24/25:

Hi Kathi -

Quick question: **Which discipline matrix did the parent assume we were using, and how did it differ from the one we actually used?**

*The superintendent was not sure how to answer Ms. Tinsley's question, so she reached out to Susanne Beauchaine for some help.....

kweight@steilacoom.k12.wa.us Weight, Kathi Wednesday, September 24, 2025 at 4:14:34 PM Pacific Daylight Time

To: sbeauchaine@steilacoom.k12.wa.us Beauchaine, Susanne

Any way you can summarize a response to this question for me?

Dr. Kathi Weight

Superintendent

sbeauchaine@steilacoom.k12.wa.us Beauchaine, Susanne Wednesday, September 24, 2025 at 4:26:54 PM Pacific Daylight Time

To: kweight@steilacoom.k12.wa.us Weight, Kathi

The parent is referencing the matrix - discipline procedure 3241F1, (Level F Green) which provides a range of responses from classroom exclusion to short term suspension for marijuana possession or use.

When the parent picked up their student and challenged why the school was giving him a 2 day STS as a first offense, AP Conklin, shared that their typical response to marijuana possession or use was 5 days STS. This is their internal guidance, to ensure that their team is equitable and consistent with their discipline. It's not set in stone (they still can consider individual factors).

Parent is alleging that the school should have considered a lower level of discipline and not jumped to an out of school suspension for this violation.

Susanne Beauchaine

Executive Director for Human Resources

kweight@steilacoom.k12.wa.us Weight, Kathi Wednesday, September 24, 2025 at 4:44:09 PM Pacific Daylight

To: mtinsley@steilacoom.k12.wa.us Tinsley, Melanie

The parent is referencing the matrix - discipline procedure 3241F1, (Level F Green) which provides a range of responses from classroom exclusion to short term suspension for marijuana possession or use. When the parent picked up their student and challenged why the school was giving him a 2 day STS as a first offense, AP Conklin, shared that their typical response to marijuana possession or use was 5 days STS. This is their internal guidance, to ensure that their team is equitable and consistent with their discipline. It's not set in stone (they still can consider individual factors). Parent is alleging that the school should have considered a lower level of discipline and not jumped to an out of school suspension for this violation.

Basically, the student was given 2 days instead of typical 5 days.

Dr. Kathi Weight

Jake Tyrrell's views on using the internal discipline matrix, retrieved from an email sent to me on 9/15/25. **The underlined statements I believe are false and in conflict** with the data that I have found and the handbook discipline matrix.

"Our internal document aligns directly with the district's continuum of responses. It gives us a place to start based on the complex laws as well as the history of similar occurrences in the past at our school. The district is aware of this practice. We do not publish this table in the student handbook because we have found through experience that placing a number on a behavior makes students consider trading disciplinary time in exchange for their undesirable choices. Students have verbalized things like, "Oh, it's okay if I get suspended because it's only X days"

- Using that same logic would mean that adult criminals are reading the RCWs and weighing the consequences prior to committing crimes. This logic makes no sense as to why they would not share the internal matrix with students/parents.

“To be clear, we are not enforcing stricter discipline options than what is allowed in the district matrix.

Thank you for your time and consideration in reviewing this concern for all Steilacoom HS students.

Heidi & Mike Anderson

KEY
Red = Direct conflict (e.g., firearm expulsion)
Orange = Severity mismatch (HS stricter or lighter)
Yellow = Missing category, referral, or escalation
Green = Minor or aligned difference

Behavior	District Handbook Level & Response	Internal Matrix HS Level & Response	Gap Description	Potential Consequences IF Following the District Discipline Matrix
Bus Disruption	Level D; ISS/OSS; may lose bus privileges	Minor (A-C); ASD ladder	Level mismatch	Range: ASD → Classroom Exclusion → ISS/OSS-Short; Bus privilege loss up to 10 days
Closed Campus / Off Campus	Level D; ISS/OSS; may lose parking privileges	Minor (A-C); ASD ladder	Level mismatch	Range: ASD → ISS/OSS-Short; Possible loss of parking privileges
Skipped Class	Level D; ISS allowed	ASD/WIN Time	Severity mismatch	ASD/WIN Time; District allows ISS on repeat
Technology Misuse	Level D option exists	Minor only	Missing escalation	ASD on first; escalate to ISS/OSS-Short on repeated/severe misuse
Nicotine Possession/Use	Level D; Prevention referral	1 Day STS + SafeSchools	HS stricter	Prevention/Intervention referral; 1 Day STS + training; ISS/OSS-Short possible
Nicotine Distribution	Level E; Prevention referral	3 Day STS	HS stricter	Prevention/Intervention referral; 3 Day STS; ISS/OSS-Short possible
Alcohol Possession/Use	Level E; Prevention referral	5 Day STS + SafeSchools	HS stricter	ISS/OSS-Short; HS 5 Day STS + training
Illicit Drug Possession/Use	Level E; Prevention referral	10 Day STS + SafeSchools	HS stricter	ISS/OSS-Short; HS 10 Day STS + training
Marijuana Possession/Use	Level E; Prevention referral	5 Day STS + SafeSchools	HS stricter	ISS/OSS-Short; HS 5 Day STS + training
Theft	Level E; ISS/OSS allowed	1 Day STS + restitution	HS sets fixed duration	ISS/OSS-Short; HS 1 Day STS + restitution
Threats	Level E; Threat Assessment referral	3 Day STS + Threat Assessment	HS adds fixed duration	Threat Assessment; ISS/OSS-Short; HS 3 Day STS
HIB	Level E; Refer to HIB Officer	Period exclusion or 3 Day STS	Referral mismatch	Refer to HIB Officer; training/exclusion; HS up to 3 Day STS if criteria met
Fight Promotion	Level E; ISS/OSS allowed	1 Day STS	HS sets fixed duration	ISS/OSS-Short; HS 1 Day STS
Fighting w/out Major Injury	Level E; ISS/OSS allowed	5 Day STS	HS sets fixed duration	Threat Assessment; ISS/OSS-Short; HS 5 Day STS
Assault I	Level F; OSS-Long/Expulsion possible	5 Day STS	HS lighter	Threat Assessment; OSS-Long/Expulsion possible; HS 5 Day STS
False Reporting	Level F; Contact Safety Officer	Not listed	Missing category	Contact Safety Officer; ISS/OSS-Short/Long; potential law enforcement notification

Behavior	District Handbook Level & Response	Internal Matrix HS Level & Response	Gap Description	Potential Consequences IF Following the District Dicipline Matrix
Sexual Harassment	Level F; Refer to Title IX Officer	5 Day STS	Referral mismatch	Route via Title IX/Civil Rights; OSS-Long possible; HS 5 Day STS + Threat Assessment
Discriminatory Harassment	Level F; Refer to Civil Rights Officer	5 Day STS	Referral mismatch	Refer to Civil Rights Officer; OSS-Long possible; HS 5 Day STS + Threat Assessment
Malicious Harassment	Level F; OSS-Long possible	5 Day STS	HS lighter	OSS-Long/Expulsion possible; HS 5 Day STS + Threat Assessment
Arson	Level F; OSS-Long possible	20 Day LTS	HS lighter	OSS-Long/Expulsion possible; HS 20 Day LTS; Threat Assessment; report to SPD
Marijuana Distribution	Level F; OSS-Long possible	10 Day STS	HS lighter	OSS-Long/Expulsion possible; HS 10 Day STS; report to SPD
Alcohol Distribution	Level F; OSS-Long possible	10 Day STS	HS lighter	OSS-Long/Expulsion possible; HS 10 Day STS; report to SPD
Gang Intimidation	Level F; LTS/Expulsion after 2+ violations	10 Day LTS	Threshold mismatch	Interventions; LTS/Expulsion after 2+ violations (District); HS 10 Day LTS + Threat Assessment
Safety I	Level F; LTS criteria	5 Day STS	HS lighter	Meets LTS criteria (District); HS 5 Day STS + Threat Assessment
Assault II	Level G; Expulsion possible	20 Day LTS	HS lighter	OSS-Long/Expulsion possible; HS 20 Day LTS + Threat Assessment
Assault of Teacher	Level G; Expulsion	Expulsion (limited to current year)	Expulsion duration mismatch	Expulsion; Safety Officer; class reassign; HS expulsion (initially current year); report to SPD
Weapon Possession	Level G; Expulsion possible	45 Day LTS	HS lighter	OSS-Long/Expulsion possible; HS 45 Day LTS; Threat Assessment; report to SPD
Robbery	Level G; Expulsion possible	45 Day LTS	HS lighter	OSS-Long/Expulsion possible; HS 45 Day LTS; report to SPD
Safety II	Level G; Expulsion criteria	45 Day LTS	HS lighter	Meets expulsion criteria (District); HS 45 Day LTS + Threat Assessment
Sexual Assault	Level G; Expulsion possible	45 Day LTS	HS lighter	OSS-Long/Expulsion possible; HS 45 Day LTS; Threat Assessment; report to SPD
Felony Violent Offense	Level G; Expulsion possible	45 Day LTS	HS lighter	OSS-Long/Expulsion possible; HS 45 Day LTS; Threat Assessment
Firearm	Mandatory 1-year expulsion	Expulsion (limited to current year)	Direct conflict	Mandatory 1-year expulsion (District); HS expulsion (initially current year); Safety Officer; Threat Assessment; report to SPD

Records Request completed to obtain this matrix.

Steilacoom HS - Administrative Guidelines for Responding to Student Behavior

"You're either coaching it, or allowing it to happen." - Pete Carroll

This guide implements 3241 Student Discipline Policy and Procedures, and is intended to be used by our team to promote consistent and equitable responses to behavioral violations. This guide does not replace or modify student rights and does not limit an administrators' discretion to consider the individual circumstances of the violation and select a lower-level consequence. Recommended outcomes listed in the guide do not mandate a specific consequence, but represent our attempts to build relationships, restructure environments, and teach skills via the discipline process. Infractions which have been judged to be serious in nature, or reveal a pattern of behavior, may result in a longer exclusion, even for a first-time offense.

General Exclusion Procedures: Unless a student's presence poses an immediate and continuing danger to others, or a substantial disruption of the educational process, teachers must have attempted at least one other form of discretionary discipline, before imposing an exclusion. It is not a classroom exclusion if (a) the student is only absent from the classroom for a "brief duration" which typically does not exceed five to ten minutes in length, and (b) the student remains under the supervision of school staff during the brief duration.

- Teachers will call 502 and ask for an "R & R" when they need assistance, and will accept a student back into the classroom after a brief duration.
- Teachers will call 502 and ask for "Support" when they need assistance and a student is being excluded.

Emergency Removal (ER): Any time we decide to use an ER, we need to (a) make sure we convert it as soon as possible within ten days, and (b) explain that "we have converted the ER to X" when speaking to guardians. Use the ER for safety purposes (to remove a student temporarily due to an immediate or continuing danger or threat) and not solely for an investigation into student conduct. Remember, you must have sufficient cause to suggest that the student's presence on campus poses either (a) an immediate and continuing danger to other students or school personnel, or (b) a material and substantial disruption of the educational process. There is no IIH for an ER.

Search Protocols: When school officials have reasonable suspicion that a student has violated a school rule or law, a search may be conducted. Reasonable suspicion is defined by an adult knowing several minor facts, or one large fact, that points to a person engaging in unlawful activity. When there are more than three students in a single area, smell alone is not enough to justify a search. Similarly, being in an unauthorized location is not alone enough to justify a search. When the criteria are met, an administrator or their designee may complete a search of a student's person and/or their belongings and/or their locker and/or their vehicle. Always have multiple people in the room for safety. Do not search through a student's phone. When finished, always call the parent/guardian immediately.

Levels A-C, Minor Level Guidelines

Minor Behavior	Description	Recommended Outcome	Teacher Actions
Academic Dishonesty	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.	ASD & follow departmental policy.	Step 1 - Initial Violation • Reteach expectations. • Invite the student to share their perspective. • Select new strategy. • Document. Step 2 - Repeated Violation • Call 502 for an R&R. • Student leaves classroom for brief duration. • Reteach expectations. • Invite the student to share their perspective. • Notify the guardian.
Defiance	Brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.	ASD.	
Disrespect	Minor dismissive or rude acts or expressions, whether verbal or non-verbal, in violation of district policy.	ASD.	
Disruptive Conduct 1	Low-intensity actions that may briefly interrupt learning activities in violation of district policy. Including:	ASD.	

Steilacoom HS - Administrative Guidelines for Responding to Student Behavior

	1. Bus Disruption; 2. Cell Phone; 3. Off Campus; 4. Skipped Class; 5. Technology Misuse; and, 6. Unauthorized Area		• Select new strategy. • Document. Step 3 - Repeated Violation (EXCLUSION) • Call 502 for Support. • Student leaves classroom for remainder of the class period, or longer. • Invite the student to share their perspective. • Notify the guardian. • Select new strategy. • Document.
Dress Code	Student wearing clothing that presents a safety concern, causes disruption, or displays inappropriate content (drugs, alcohol, hate speech, profanity, etc.).	Quick Fix or ASD.	
Inappropriate Language	Non-threatening or unintentional use of inappropriate language in violation of district policy.	Quick Fix or ASD.	
Other 1	Violations not amounting to a Type Two (D) violation, but that cannot be otherwise categorized under any other Type One (A-C) violations.	ASD.	
Physical Contact	Innocuous and non-threatening but inappropriate physical conduct in violation of district policy.	ASD.	
Property Misuse	Brief or low-intensity misuse of district property or property of others in violation of district policy.	ASD.	

Level D Major Level Guidelines

Minor Behavior	Description	Recommended Outcome	Administrative Actions
Destruction of Property	Intentional damage of school property or the property of others that meet the definition of violations under RCW 28A.635.060.	1 Day STS.	1. Event occurs. 2. Consider ER if the student's presence poses a danger or disrupts the educational process. 3. If no ER, meet with student to provide <u>IIH</u>. 4. Admin conference to review outcome, if needed. 5. Consider safety for students and staff and contact SPD, if appropriate. 6. Admin calls guardian, completes STS paperwork, and enters incident/outcome in Skyward. 7. Guardian picks up student, and meets with admin to debrief/receive paperwork. 8. Schedule <u>re-engagement meeting</u> and close Action Status in Skyward.
Disruptive Conduct 2	Materially and substantially interfering with the educational process in violation of district policy.	1 Day STS.	
Failure to Cooperate	Repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel. Repeated A-C violations, for example cell phone violations.	1 Day STS.	
Nicotine Possession or Use (Vape)	Possession or use of nicotine products in violation of district policy, including violations of the district's policy prohibiting	1 Day STS & Safe Schools module upon return.	

Steilacoom HS - Administrative Guidelines for Responding to Student Behavior

	the use of tobacco products on school property adopted in accordance with RCW 28A.210.310.		
Other 2	Violations not amounting to a Type 3 (E) violation but that cannot be categorized under any other Type 2 (D) violations. Use sparingly.	1 Day STS.	
Physical Aggression	Students engaging in physical contact where a minor injury may occur. (Ex: Hitting, Kicking, Slapping, Hair Pulling, Scratching, etc.)	2 Day STS.	
Sexually Inappropriate Conduct	Obscene acts or expressions , whether verbal or non-verbal.	1 Day STS.	
Skipped Class	Repeatedly and intentionally misses a scheduled class without permission or a valid reason.	ASD and/or Assigned WIN Time.	

Level E Major Level Guidelines

Minor Behavior	Description	Recommended Outcome	Administrative Actions
Alcohol Possession or Use	Possession or consumption of alcohol in violation of district policy.	5 Day STS & Safe Schools module upon return.	1. Event occurs. 2. Consider ER if the student's presence poses a danger or disrupts the educational process. 3. If no ER, meet with student to provide <u>IIIH</u>. 4. Admin conference to review outcome, if needed. 5. Consider safety for students and staff and contact SPD, if appropriate. 6. Admin calls guardian, completes STS paperwork, and enters incident/outcome in Skyward. 7. Guardian picks up student, and meets with admin to debrief/receive paperwork. 8. Schedule <u>re-engagement meeting</u> and close Action Status in Skyward.
HIB	Intentional, unwanted, or 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 <u>RCW 28A.600.477</u> .	<u>Follow operating protocols.</u> <i>One-time Inappropriate Conduct</i> = Period Exclusion for training. <i>Meets Criteria</i> = 3 Day STS	
Fight Promotion	Instigating, promoting, or escalating a fight, as well as failure to disperse.	1 Day STS.	
Fighting w/out Major Injury	Physically violent acts where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under <u>RCW 9A.04.110</u> .	5 Day STS.	
Illicit Drug Possession or Use	Possession of controlled substances, excluding marijuana , under <u>RCW 69.50</u> .	10 Day STS & Safe Schools module upon return.	

Steilacoom HS - Administrative Guidelines for Responding to Student Behavior

Marijuana Possession or Use	Possession of marijuana, or related controlled substances.	5 Day STS & Safe Schools module upon return.	
Nicotine Distribution or Sales	Transportation, distribution, or delivery of nicotine products in violation of district policy prohibiting the use of nicotine products on school property in accordance with <u>RCW 28A.210.310</u> .	3 Day STS.	
Theft	Taking or knowingly being in possession of stolen district property, or property of others without permission in violation of district policy.	1 Day STS & restitution.	
Threats	Verbal, written, or symbolic expression that implies harm, danger, or intimidation towards others (not HIB). Includes making statements that suggest physical harm, using threatening gestures, or even drawing or writing something that causes a sense of fear or unease. Does not involve actual physical harm but is disruptive to the school environment.	3 Day STS & <u>threat assessment</u> .	

Level F Major Level Guidelines

Minor Behavior	Description	Recommended Outcome	Administrative Actions
Assault 1	Assault upon another person that <u>does not meet</u> the definition of an offense under <u>RCW 9A.36.011</u> or <u>RCW 9A.36.021</u> .	5 Day STS & <u>threat assessment</u> .	1. Event occurs. 2. Consider ER if the student's presence poses a danger or disrupts the educational process. 3. If no ER, meet with student to provide <u>IIH</u>. 4. Admin conference to review outcome, if needed. 5. Consider safety for students and staff and contact SPD, if appropriate. 6. Admin calls guardian, completes STS/LTS paperwork, and enters incident/outcome in Skyward. 7. Guardian picks up student, and meets with admin to debrief/receive paperwork. 8. Schedule <u>re-engagement meeting</u> and close Action Status in Skyward.
Fighting with Major Injury	Physically violent acts where there is an injury that <u>meets the definition</u> of "substantial bodily harm" or "great bodily harm" in <u>RCW 9A.04.110</u> which may include violations under <u>WAC 392-172A-05149</u> involving "serious bodily injury."	10 Day STS & <u>threat assessment</u> .	
Sexual Harassment	Violations that meet the definition of an offense under <u>RCW 28A.640.020</u> and <u>WAC 392-190-056</u> .	5 Day STS & <u>threat assessment</u> .	

Steilacoom HS - Administrative Guidelines for Responding to Student Behavior

Discriminatory Harassment (HDO)	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 or expression, veteran or military status, disability, or use of a trained guide dog or service animal.	5 Day STS & <u>threat assessment</u> .	
Malicious Harassment	Violations that <u>meet the definition</u> of an offense under <u>RCW 9A.46.020</u> .	5 Day STS & <u>threat assessment</u> .	
Arson	Violations that <u>meet the definition</u> of an offense under <u>RCW 9A.48.020</u> or <u>RCW 9A.48.030</u> .	20 Day LTS, <u>threat assessment</u> & report to SPD.	
Marijuana Distribution	Delivery of marijuana, or related controlled substances under RCW 69.50.	10 Day STS & report to SPD.	
Alcohol Distribution	Transportation, delivery, or distribution of alcohol.	10 Day STS & report to SPD.	
Gang Intimidation or Activity	Offenses under <u>RCW 9A.46.120</u> or <u>RCW 28A.600.455</u> . The district may consider administering LTS or Expulsion in response to two or more violations within a three-year period.	10 Day LTS, <u>threat assessment</u> & report to SPD.	
Safety 1	Violations that <u>meet the definition</u> of "behavior that adversely impacts the health or safety of students or staff" under RCW 28A.600.015 and meets the criteria for administering LTS and subsections (a) and (b)(ii) of <u>WAC 392-400-440</u> but cannot be categorized under any other Type Four (F) violations.	5 Day STS & <u>threat assessment</u> .	

Level G Major Level Guidelines

Minor Behavior	Description	Recommended Outcome	Administrative Actions
Assault	Violations that <u>meet the definition</u> of an offense under <u>RCW 9A.36.011</u> or RCW 9A.36.021, which may include violations	20 Day LTS, <u>threat assessment</u> & report to SPD.	1. Event occurs. 2. Consider ER if the student's presence poses a danger or disrupts the educational process.

Steilacoom HS - Administrative Guidelines for Responding to Student Behavior

	under <u>WAC 392-172A-05149</u> (1)(c) involving "serious bodily injury" as defined under <u>Section 1365 (h)(3) of Title 18 U.S.C.</u>		3. If no ER, meet with student to provide <u>IJJ</u>. 4. Admin conference to review outcome, if needed. 5. Consider safety for students and staff and contact SPD, if appropriate. 6. Admin calls guardian, completes LTS paperwork, and enters incident/outcome in Skyward. 7. Guardian picks up student, and meets with admin to debrief/receive paperwork. 8. Schedule <u>re-engagement meeting</u> and close Action Status in Skyward.
Assault of a Teacher	Violations that <u>meet the definition</u> of an offense directed towards a teacher under <u>WAC 392-400-810</u> (1) and <u>RCW 28A.600.460</u> (2), which may include violations under <u>WAC 392-172A-05149</u> (1)(c) involving "serious bodily injury" as defined under <u>Section 1365 (h)(3) of Title 18 U.S.C.</u>	Expulsion (limited initially to the duration of the current school year), <u>threat assessment</u> & report to SPD.	
Illicit Drug Distribution	Delivery of controlled substances, <u>excluding marijuana</u> , under <u>RCW 69.50</u> .	20 Day LTS, <u>threat assessment</u> & report to SPD.	
Possession of a Weapon	Behavioral violations that <u>meet the definition</u> of an offense under <u>RCW 9A.1.280</u> .	45 Day LTS, <u>threat assessment</u> & report to SPD.	
Robbery	Violations that meet the definition of an offense under <u>RCW 9A.56.190</u> and <u>RCW 9A.56.200</u> or <u>RCW 9A.56.210</u> .	45 Day LTS, <u>threat assessment</u> & report to SPD.	
Safety 2	Violations that meet the definition of "behavior that adversely impacts the health or safety of students or staff" under <u>RCW 28A.600.015</u> (6)(d) and meets the criteria for administering LTS and subsections (a) and (b)(ii) of <u>WAC 392-400-440</u> (2) <u>but cannot be categorized</u> under any other Type Five (G) violations.	45 Day LTS, <u>threat assessment</u> & report to SPD.	
Sexual Assault	Behavioral violations that meet the definition of certain sex offenses under <u>RCW 9.94A.030</u> (47).	45 Day LTS, <u>threat assessment</u> & report to SPD.	
Firearm	Violations that meet the definition of offenses requiring a mandatory one-year expulsion under the Gun-Free Schools Act.	Expulsion (limited initially to the duration of the current school year), <u>threat assessment</u> & report to SPD.	

Level A-C Minor Violations (Response to minor behaviors typically start with teachers/staff) CLASSROOM LEVEL CONTINUUM OF RESPONSE			
Behavioral Violation	Description	Classroom Exclusion	Actions
Academic Dishonesty/Plagiarism	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	✓	Level A: Initial violation 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 • Selects and implements best practices and strategies as appropriate • Documents interventions and monitors effectiveness Level B: (Repeated violation in same day) 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 • Notifies the student's parent • Modifies and implements best practices and strategies as appropriate • Documents interventions and monitors effectiveness Level C: (Repeated violations in same day, unsuccessful Level A-B) Teacher or school personnel: • Decides whether to request classroom support from school support staff • Notifies and attempts to involve the parent in the resolution • Implements best practices and strategies that invite the student to share their perspective and explanation regarding the behavioral violation • Decides whether the repeated or disruptive nature of the violation results in a detention.
Bus Disruption	Any behavior or action that disrupts the safe and orderly operation of a school bus.	✓	
Cell Phone/Electronic	Inappropriate or unauthorized use of cell phones without permission or using them in a way that disrupts the learning environment.	✓	
Defiance	Brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.	✓	
Disrespect	Minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.	✓	
Disruptive Conduct I	Low-intensity actions that may briefly interrupt learning activities in violation of district policy. See Policy 6605P for Bus Violations	✓	
Dress Code	Wearing clothing that presents a safety concern, causes disruption, or displays inappropriate or prohibited content (e.g., drugs, sex, hate speech, profanity).	✓	
Inappropriate Language	Non-threatening or unintentional use of inappropriate language in violation of district policy.	✓	
Physical Contact	Innocuous and non-threatening but inappropriate physical conduct in violation of district policy.	✓	
Property Misuse	Brief or low-intensity misuse of district property or property of others in violation of district policy.	✓	
Skipped Class	Intentionally misses a scheduled class without permission or a valid reason.	✓	
Technology Misuse	Inappropriate or unauthorized use of school-provided technology.	✓	
Unauthorized Area	Being in a part of the school campus where students are not allowed without permission.	✓	

Level D-G Major Violations DEFINITION OF LEVELS	
Level D Type Two Behavioral Violations	- Teacher or school personnel implements Level C continuum of responses as appropriate - Administrator or school support staff provide classroom support - Teacher or school personnel refers student and notifies administrator of behavioral violation - Administrator notifies and attempts to involve the parent in the resolution - Administrator confers with teacher or other school personnel and investigates evidence - Administrator invites the student to share their perspective and explanation regarding the behavioral violation - Use school referrals and protocols as appropriate - Attempt restorative justice practices and other forms of discipline - Consider in-school suspension as appropriate (if allowable) - Document all referrals, other forms of discipline attempted, and actions
Level E Type Three Behavioral Violations	- Attempt lower-level continuum of responses as appropriate - Student referral and investigate evidence of behavioral violation - Administrator notifies and attempts to involve the parent in the resolution - Administrator confers with teacher or other school personnel - Administrator invites student to share their perspective and explanation regarding the behavioral violation - Follow mandatory school referrals and protocols - Attempt restorative justice practices and other forms of discipline - Consider behavior agreement - Consider suspension as appropriate - Document all referrals, other forms of discipline attempted, and actions
Level F* Type Four Behavioral Violations	- Attempt lower-level continuum of responses as appropriate - Student referral and investigate evidence of behavioral violation - Notify and attempt to involve the parent in the resolution - Confer with teacher or other school personnel - Invite student to share their perspective and explanation regarding the behavioral violation - Follow mandatory school referrals and protocols - Attempt or consider restorative justice practices and other forms of discipline - Consider behavior agreement - Consider suspension or expulsion (if allowable) as appropriate - Document all referrals, other forms of discipline attempted or considered, and actions
Level G* Type Five Behavioral Violations	- Attempt lower-level continuum of responses as appropriate - Follow mandatory school referrals and protocols - Notify and attempt to involve the parent in the resolution - Investigate evidence of behavioral violation and confer with other school personnel - Invite student to share their perspective and explanation regarding the behavioral violation - Consider restorative justice practices and other forms of discipline - Consider behavior agreement - Consider suspension or expulsion (if allowable) as appropriate - Document all referrals, other forms of discipline attempted or considered, and actions

*Violations may result in an Emergency Removal if 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.

**Level D Major Behavioral Violations and Responses
DISTRICT CONTINUUM OF RESPONSE**

Behavioral Violation & Severity Level	Description	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School referrals and protocols
D-Bus disruption	Any behavior or action that disrupts the safe and orderly operation of a school bus.	✓	✓	✓	May result in loss of bus privileges up to 10 days
D- Cell Phone/Electronic	Inappropriate or unauthorized use of cell phones without permission or using them in a way that disrupts the learning environment.	✓	✓	✓	
D-Closed campus	Leaving school campus during the student's scheduled day without explicit permission.	✓	✓	✓	May result in loss of parking privileges
D-Destruction of property	Intentional damage of school property or the property of others that meet the definition of violations under RCW <u>28A.635.060</u> .	✓	✓	✓	
D-Disruptive conduct II	Materially and substantially interfere with the educational process in violation of district policy	✓	✓	✓	
D-Failure to cooperate	Repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel	✓	✓	✓	
D-Physical aggression	Student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.)	✓	✓	✓	
D-Sexually inappropriate conduct	Obscene acts or expressions, whether verbal or non-verbal	✓	✓	✓	
D-Skipped class	Repeatedly and intentionally misses a scheduled class without permission or a valid reason.	✓	✓		
D- Technology Misuse	Inappropriate or unauthorized use of school-provided technology.	✓	✓		
D-Tobacco possession or use	Possession or use of tobacco or related products in violation of district policy or state law (RCW <u>28A.210.310</u>), including on school property.	✓	✓	✓	Prevention and Intervention Referral
D- Unauthorized Area	Being in a part of the school campus where students are not allowed without permission.	✓	✓	✓	
D-Other I	Violations not amounting to a <i>Type Three (E)</i> behavioral violation but that cannot be	✓	✓	✓	Notify district discipline officer

	categorized under any other <i>Type Two (D)</i> behavioral violations				
Level E Major Behavioral Violations and Response DISTRICT CONTINUUM OF RESPONSE					
Behavioral Violation & Severity Level	Description	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School referrals and protocols
E-Alcohol possession or use	Possession or consumption of alcohol in violation of district policy.	✓	✓	✓	Prevention and Intervention Referral
E-Harassment, Intimidation, Bullying (HIB)	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 <u>RCW 28A.600.477(5)(b)(i)</u>	✓	✓	✓	Refer to HIB officer
E-Fight Promotion	Instigating, promoting, or escalating a fight, as well as failure to disperse.	✓	✓	✓	
E-Fighting without major injury	Mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under <u>RCW 9A.04.110(4)</u> .	✓	✓	✓	Threat assessment referral
E-Illicit drug possession or use	Possession of controlled substances, excluding marijuana, under <u>Chapter 69.50 RCW</u> .	✓	✓	✓	Prevention and Intervention Referral
E-Marijuana possession or use	Possession of marijuana-related controlled substances under chapter <u>69.50 RCW</u> .	✓	✓	✓	Prevention and Intervention Referral
E-Tobacco distribution	Transporting, distributing, or delivering tobacco products in violation of district policy or <u>RCW 28A.210.310</u> , including on school property.	✓	✓	✓	Prevention and Intervention Referral
E-Theft	Taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.	✓	✓	✓	
E-Threats	Verbal, written, or symbolic expression that implies harm, danger, or intimidation towards others (not HIB). Includes making statements that suggest physical harm, using threatening gestures, or even drawing or writing something that creates a sense of fear or unease. Does not involve actual physical harm but is disruptive to school environment.	✓	✓	✓	Threat Assessment Referral

**Level F Major Behavioral Violations and Responses
DISTRICT CONTINUUM OF RESPONSE**

Behavioral Violation & Severity Level	Description	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School Suspension (OSS-Long)	Expulsion	School referrals and protocols
F-Assault – I	Assault upon a person that does not meet the definition of an offense under RCW <u>9A.36.011</u> or RCW <u>9A.36.021</u>	✓	✓	✓	(No K-4)*	(No K-4)*	Threat assessment referral
F-False reporting	Intentionally activating a fire alarm, dialing 911 or other emergency lines without cause, or issuing a distress call that prompts evacuation or emergency response (RCW <u>9A.84.040</u> and RCW <u>9.40.100</u>)	✓	✓	✓	(No K-4)*		Contact Safety Officer
F-Fighting with major injury	Mutual participation in physical violence where there is injury that meets the definition of "substantial bodily harm" or "great bodily harm" RCW <u>9A.04.110(4)</u> which may include behavioral violations under WAC <u>392-172A-05149(1)(c)</u> involving "serious bodily injury"	✓	✓	✓	(No K-4)	(No K-4)	Threat assessment referral
F-Sexual Harassment	Violations that meet the definition of an offense under RCW <u>28A.640.020(2)(f)</u> , WAC <u>392-190-056</u> and Policy and Procedure 3205.	✓	✓	✓	(No K-4)*	(No K-4)*	Refer to Title IX Officer
F-Discriminatory harassment	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, ethnicity, color, religion, creed, national origin, sexual orientation, gender identity, gender expression, homelessness, immigration or citizenship status, disability, neurodivergence, or the use of a trained dog guide or service animal.	✓	✓	✓	(No K-4)*	(No K-4)*	Refer to Civil Rights Officer
F-Malicious harassment	Violations that meet the definition of an offense under RCW <u>9A.46.020(1)</u> .	✓	✓	✓	(No K-4)*	(No K-4)*	Threat assessment referral
F-Arson	Violations that meet the definition of an offense under RCW <u>9A.48.020</u> or RCW <u>9A.48.030</u>	✓	✓	✓	(No K-4)	(No K-4)	Threat assessment referral
F-Marijuana distribution	Delivery of marijuana-related controlled substances under RCW <u>69.50</u>	✓	✓	✓	(No K-4)	(No K-4)	Prevention Intervention Referral
F-Alcohol distribution	Transportation, delivery or distribution of alcohol	✓	✓	✓	(No K-4)*	(No K-4)*	Prevention Intervention Referral
F-Gang intimidation or activity	Offense under RCW <u>9A.46.120</u> or RCW <u>28A.600.455</u> . The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period	✓	✓	✓	(No K-4)*	(No K-4)*	Threat assessment referral
F-Safety – I	Violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW <u>28A.600.015(6)(d)</u> and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC <u>392-400-440(2)</u> but cannot be categorized under any <i>Type Four (F)</i> violations	✓	✓	✓	(No K-4)		Threat assessment referral

*Long-term suspensions and expulsions can only be applied if; violation adversely impacts the health/safety of others, and student poses an imminent danger to others if they return before completing the LTS or expulsion.

Level G Major Behavioral Violations and Responses
DISTRICT CONTINUUM OF RESPONSE

Behavioral Violation & Severity Level	Description	Classroom Exclusion	In-School Suspension (ISS)	School Suspension (OSS-Short)	School Suspension (OSS-Long)	Expulsion	School referrals and protocols
G-Assault – II	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” under Section 1365 (h)(3) of Title 18, U.S.C	✓	✓	✓	(No K-4)	(No K-4)	Threat assessment referral
G-Assault of teacher	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” under Section 1365 (h)(3) of Title 18, U.S.C.	✓	✓	✓	(No K-4)	(No K-4)	Contact Safety Officer Class reassignment Threat assessment
G-Illicit drug distribution	Delivery of controlled substances, excluding marijuana, under chapter 69.50 RCW.	✓	✓	✓	(No K-4)	(No K-4)	Prevention and Intervention Referral
G-Possession of a weapon	Behavioral violations that meet the definition of an offense under RCW 9A.41.280.	✓	✓	✓	(No K-4)	(No K-4)	Contact Safety Officer Threat assessment referral
G-Robbery	Violations that meet the definition of an offense under RCW 9A.56.190 and RCW 9A.56.200 or RCW 9A.56.210.	✓	✓	✓	(No K-4)	(No K-4)	Threat assessment referral
G -Safety II	Violations that meet the definition of “Behavior that adversely impacts the health or Safety of other students or educational staff” 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 <i>Type Five (G)</i> behavioral violation under any other category.	✓	✓	✓	(No K-4)	(No K-4)	Contact Safety Officer Threat assessment referral
G-Sexual Assault	Violations that meet the definition of certain sex offenses under RCW 9A.40.030(47).	✓	✓	✓	(No K-4)	(No K-4)	Threat assessment referral
G-Felony Violent Offense	Refers to all other violent offenses identified in RCW 9A.40.030(58) that do not constitute any other violation identified in the matrix	✓	✓	✓	(No K-4)	(No K-4)	Threat assessment referral

G- Firearm	Violations that meet the definition of offenses requiring a mandatory one-year expulsion under the <u>Gun-Free Schools Act</u> ; WAC <u>392-400-820(1)</u> ; RCW <u>28A.600.420(1)</u> .		Mandatory	Contact Safety Officer Threat assessment referral
------------	--	--	-----------	--