2026-2027
STUDENT, FAMILY & STAFF
HANDBOOK

913 WEST SECOND STREET, GRANDVIEW, WA 98930 • (509) 882-8500 • www.GSD200.org

GRANDVIEW
SCHOOL DISTRICT

BOARD OF DIRECTORS

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District Number 2

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District Number 3

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District Number 4
President

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District Number 5

LETTER FROM THE SUPERINTENDENT

Dear Students, Families, and Staff,

A new school year always brings a mix of excitement and questions. This handbook is here to help answer those questions.

Inside, you'll find practical information—schedules, the calendar, and who to call—alongside important information about your rights, our shared expectations, and how we work to ensure every Grandview school is safe, welcoming, and supportive. I encourage every family to read through it together.

You'll notice this handbook is written for three audiences: students, families, and staff. That's intentional. Just as this handbook is most effective when all three groups read it and use it, a student's success depends on all three working together.

Families know their children best and provide the foundation for learning at home. Students bring effort, curiosity, and a willingness to grow. Our staff provide the instruction, care, and support needed to help each student reach their full potential. None of us can do it alone—but together, there is very little our students cannot accomplish.

Juntos—familias, estudiantes y personal—ayudaremos a cada estudiante a alcanzar su máximo potencial.

Thank you for being part of this community. We are honored to partner with you in your student's education, and we look forward to a wonderful school year.

— **Dr. Rob Darling**

Grandview School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination: Executive Director of Special Programs is the assigned Title IX Coordinator/ Section 504/ADA Coordinator/ Civil Rights Compliance Coordinator. Contact information is as follows: 913 W 2nd St, Grandview WA 98930, 509-882-8500, **compliance@gsd200.org**.

ABOUT THIS HANDBOOK

The Grandview School District's Student, Family, & Staff Handbook is an annual publication of the District, satisfying WAC 392- 400-110(3) requirements for distribution of District discipline operational procedures along with fulfilling other legal notice requirements. The handbook is provided electronically to students, families, and staff in August. Additionally, copies of the handbook are distributed to each school to be displayed in the office. Complete copies of District operational procedures are available on the District website at www.gsd200.org. The handbook is prepared by a consortium of Grandview School District departments.

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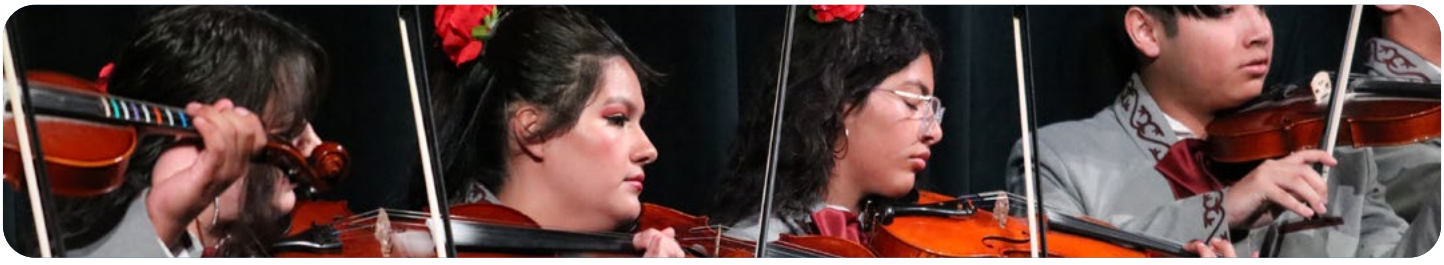

STUDENT ATTENDANCE

ATTENDANCE MATTERS!

Attendance is a critical foundation for student success. When students are not present, they miss valuable opportunities to engage in learning and build essential academic skills. Attendance is also a strong indicator of student well-being and can help schools identify when additional support may be needed, as well as highlight areas for system-level improvement.

Chronic absenteeism affects students of all ages. Research shows that students who miss just two days of school per month (approximately 18 days per year), for any reason, are more likely to fall behind in reading and other academic skills and are at greater risk of not graduating from high school. Consistent attendance is essential to ensure every student has the opportunity to learn, grow, and achieve their full potential.

WHAT'S THE DIFFERENCE BETWEEN TRUANCY AND CHRONIC ABSENTEEISM?

TRUANCY	CHRONIC ABSENTEEISM
Counts only unexcused absences	Counts all absences regardless of reason (excused, unexcused, and suspensions).
Emphasizes compliance with school attendance policies	Emphasizes the academic and social impact of missed instructional time
May lead to legal and administrative consequences	Focuses on school- and community-based strategies to identify and address barriers

WHAT DOES THE LAW REQUIRE OF SCHOOLS (RCW 28A.225)?

- Notify parents of the attendance rules
- Notify parents every time a student is absent
- Meet with parents and students to find out why
- Try different strategies to improve attendance, and in some cases
- Refer a student and/or parent to a Community Engagement Board or to court

WHAT CAN YOU DO TO SUPPORT YOUR STUDENT'S ATTENDANCE?

- Set a regular bedtime and morning routine.
- If your student is anxious about school, talk to the teacher, school counselor, or other parents for advice about how to help your student feel comfortable with school.
- Communicate regularly with your student's teacher.
- Develop back-up plans for getting to school if something comes up.
- Try to avoid medical appointments and extended vacations when school is in session.

SCHOOL SCHEDULES

SCHOOL	SCHOOL BEGINS	SCHOOL DISMISSAL	FRIDAY DISMISSAL
Smith	8:35 a.m.	3:05 p.m.	1:50 p.m.
McClure	8:45 a.m.	3:15 p.m.	2:00 p.m.
Harriet Thompson	8:55 a.m.	3:25 p.m.	2:10 p.m.
Grandview Middle	7:40 a.m.	2:10 p.m.	12:55 p.m.
Grandview High	7:45 a.m.	2:15 p.m.	1:00 p.m.

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

2026-2027 SCHOOL CALENDAR
INSTRUCTIONAL CALENDAR

Grandview School District #200

DISTRICT UPDATES ALWAYS AVAILABLE AT GSD200.ORG

August-2026

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

8

August

17-19	Teacher Inservice
	-No School
20	School Begins

February

12	No School
	Make up day #1 if needed
15	President's Day
	-No School

February-2027

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

18

September-2026

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

21

September

7	Labor Day - No School

March

4	End of 2nd Trimester (GHS)(60)
5	District Directed Day (Optional)
	-No School
26	End of 3rd Quarter (46)

March-2027

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

22

October-2026

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

21

October

7-8	GHS Parent/Teacher Conferences
9	District Directed Day (Optional)
	-No School
23	End of 1st Quarter (45)

April

1-2	Parent Teacherr Conference
	-No School
5-9	Spring Break
	-No School
12	School Resumes
21-22	GHS Parent Teacher Conferences

April-2027

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

17

November-2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

15

November

4	Parent/Teacher Conferences
5-6	Parent/Teacher Conferences
	- No School
11	Veteran's Day -No School
16	End of 1st Trimester(GHS)(60)
23-27	Thanksgiving Break
	- No School

May

7	District Directed Day (Optional)
	-No School
31	Memorial Day
	- No School

May-2027

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

19

December-2026

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

14

December

21-31	Winter Vacation
	- No School

June

8	Last Day of School
	End of 2nd Semester(4th Qtr)(45)
	End of 3rd Trimester(GHS)(60)
9+	Make up days, if needed
18	Juneteenth

June-2027

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

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180

January-2027

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

19

January

1	Winter Vacation
4	School Resumes
13-14	GHS Parent/Teacher Conferences
15	End of 1st Semester(2nd Qtr)(44)
18	Martin Luther King Day
	- No School

July

5	Independence Day

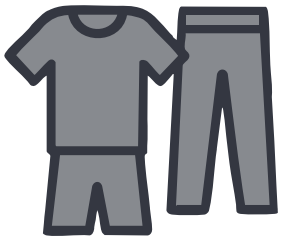
July-2027

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

LEGEND

- First/Last Day of School
- Holiday - No School
- Emergency Closure/Snow Day -No School
- Parent/Teacher Conferences/ District Directed Days -No School
- Quarter/Semester/Trimester Ends
- Snow Day - Make Up Day

DRESS CODE GUIDELINES FOR STUDENTS & STAFF



COMFORTABLE CLOTHING

HEADWEAR ALLOWED

CULTURAL ATTIRE

NO REVEALING CLOTHING

SCAN QR CODE FOR MORE DRESS CODE INFO

ALIGNED WITH BOARD POLICY NO. 3224 STUDENT DRESS

STUDENT DRESS EXPECTATIONS

Grandview School District supports student expression through clothing while maintaining a safe, respectful, and distraction-free learning environment.

Students MAY wear:

- **Comfortable clothing of their choice** that allows them to focus and fully participate in school
- **Headwear**: Hats, beanies, scarves, durags, and other head coverings may be worn as long as the student's face remains visible, and the item does not create a safety concern. **Hoods may be worn outside of school buildings; however, hoods must remain down while inside school buildings and during class.**
- **Hoodies**: Students are permitted to wear hooded sweatshirts and other hooded clothing to school. **When inside school buildings and during class, the hood must remain down for safety, identification, and student engagement.**
- **Cultural and religious attire,** such as hijabs, turbans, yarmulkes, or traditional garments
- **Clothing and accessories** that express **gender identity and gender expression**, including dresses, skirts, pants, and other attire regardless of gender assigned at birth
- **Layers**, including jackets, sweatshirts, and cardigans, provided they comply with other dress expectations
- **Athletic wear** (e.g., joggers, leggings, shorts) that provides appropriate coverage
- Clothing that includes **positive messages**, school spirit wear, or artistic expression, as long as it does not promote hate, violence, or illegal activity

Students MAY NOT wear:

- **Clothing with inappropriate content**, including:
  - Sexual imagery, nudity, or profanity
  - References to pornography, drugs, alcohol, tobacco, or other illegal substances
  - Language or symbols that promote violence, hate speech, racism, sexism, or homophobia
  - Gang-affiliated attire, colors, symbols, or tagging
- **Garments that expose undergarments**, such as:
  - Sagging pants or shorts that fall below the waistline
  - Sheer or see-through clothing without proper layering
  - Low-cut tops or clothing with excessive side/back exposure
- **Sexually explicit or overly revealing items**, including:
  - Tops that expose the midriff, chest, or undergarments
  - Tube tops, crop tops, or spaghetti straps without coverage
  - Shorts, skirts, or dresses that are excessively short and don't allow full participation in school activities
- **Face coverings that obstruct identity**, unless worn for:
  - Health-related purposes (e.g., masks during illness)
  - Religious or cultural reasons (e.g., niqabs, veils)
  - School-sanctioned activities (e.g., theater, spirit days)
- **Accessories or items that pose a safety risk**, such as:
  - Chains, spikes, or hardware that could be used as weapons
  - Laser pointers, costume masks, or other distracting props

Note: Students will be given a chance to correct dress code concerns before disciplinary action. Enforcement will be respectful and equitable.

Administrative Discretion
School administrators retain the right to make case-by-case decisions regarding dress code enforcement, particularly during special events or for individual student needs.

STAFF DRESS GUIDELINES

"All staff should dress professionally."

Grandview School District recognizes its staff members as professionals who can and should make individual decisions as to what clothing is appropriate to maintain a comfortable and professional work environment.

While personal tastes and styles may differ, all staff should dress professionally. It would be unprofessional to maintain a double standard whereby a staff member is allowed to wear clothing that students are told not to wear. The district has adopted a student dress code procedure (3224) which staff may find helpful when choosing their attire. When choosing what to wear to work, staff members should keep in mind that they lead students by example. Please read the district dress code expectations and dress accordingly.

Building administrators are aware that a staff member's attire may vary based on his or her required duties. (For instance, a P.E. a teacher may need to wear sweats or shorts during their classes; an art or shop teacher may need to wear coveralls or other suitable work clothing while completing a project.) Administrators will set the tone of professionalism in their buildings by discussing their expectations with the staff at the beginning of each year.

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MEDIA POLICY & GUIDELINES

Cell phones and personal electronic devices, including smart watches, smart glasses, headphones, AirPods, earbuds, and other wearable technology, are prohibited during the school day. Smart glasses with photo, video, audio recording, or communication capabilities may not be worn or used on school grounds during school hours unless approved by school administration for educational or accessibility purposes. All devices must be turned off and stored in backpacks during the school day. Devices that are seen or used during school hours may be confiscated and returned according to school policy. **(SBP 3245)**

PARKING, DROP-OFF & PICK-UP GUIDELINES

Student safety is our highest priority. Families play an important role in helping maintain safe and efficient traffic flow during arrival and dismissal times. To ensure the safety of all students, staff, and visitors, please follow these guidelines at all Grandview School District campuses.

Please follow the directions of school staff, crossing guards, and law enforcement personnel during student drop-off and pick-up times. Staff members are assigned to help maintain safe and efficient traffic flow and ensure the safety of all students, families, and visitors.

ARRIVAL AND DISMISSAL PROCEDURES

- Follow the designated drop-off and pick-up routes established by your child's school.
- Observe all posted traffic signs, speed limits, and directions from school staff.
- Use only designated parent drop-off and pick-up areas.
- Students should enter and exit vehicles from the curbside whenever possible.
- Pull forward as directed to help keep traffic moving efficiently.

PARKING LOT SAFETY

- Park only in marked parking spaces.
- Do not park in fire lanes, bus zones, crosswalks, or designated staff parking areas unless authorized.
- Never leave a vehicle unattended in a drop-off or pick-up lane.
- Use designated crosswalks when walking students to or from school.
- Be alert for students, staff, buses, bicycles, and other vehicles at all times.

BUS ZONES

- Bus loading and unloading areas are reserved for district transportation vehicles only.
- Parents and visitors should not park, stop, or drop off students in bus zones unless directed by school staff.

STUDENT SUPERVISION

Students should not arrive on campus before the designated supervision time unless participating in a school-sponsored activity. Parents and guardians are responsible for ensuring students are picked up promptly after dismissal.

SCHOOL-SPECIFIC INFORMATION

Each school may have unique arrival and dismissal procedures, including designated entrances, traffic patterns, and pick-up locations. Families should review information provided by their child's school and follow all school-specific directions throughout the year.

ATHLETIC CODE - GRANDVIEW SCHOOL DISTRICT

Playing and competing for Grandview School District is a privilege. Student-athletes at Grandview High School and Grandview Middle School are held in the highest regard and are seen as role models in the community. As leaders you have the responsibility to portray your team, your school and yourselves in a positive manner at all times. Sometimes this means doing things that are an inconvenience to you, but benefit the whole team.

Texting, Facebook, Twitter, Instagram, Tik Tok, Vine and other social media sites have increased in popularity globally, and are used by many student-athletes at Grandview High School and Grandview Middle School in one form or another.

Student-athletes should be aware that third parties including the media, faculty, future employers and WIAA officials could easily access your profiles and view all personal information. This includes all pictures, videos, comments and posters. Inappropriate material found by third parties affects the perception of the student-athlete, the team and the school. This can also be detrimental to a student-athletes future employment options, whether in sports or in other industries.

Examples of inappropriate and offensive behaviors concerning participation in online communities may include, but are not limited to, depictions or presentations of the following:

- Photos, videos, comments or posters showing the personal use of alcohol, drugs and tobacco e.g., holding cups, bottles, cans, shot glasses, etc.
- Photos, videos, and comments that are of a sexual nature. This includes links to websites of a pornographic nature and other inappropriate material.
- Pictures, videos, comments or posters that condone drug-related activity. This includes but is not limited to images that portray the personal use of marijuana and drug paraphernalia.
- Content online that is unsportsmanlike, derogatory, demeaning or threatening toward any other individual or entity (examples: derogatory comments regarding another school; taunting comments aimed at a student-athlete, coach or team at another institution and derogatory comments against race and/or gender). No posts should depict or encourage unacceptable, violent or illegal activities (examples: hazing, sexual harassment/assault, gambling, discrimination, fighting, vandalism, academic dishonesty, underage drinking, illegal drug use).
- Content online that would constitute a violation of team, school and/or league rules (examples: negatively commenting publicly about a coach, teammate, opponent, official, staff member, and/or school employees.)
- Information that is sensitive or personal in nature or is proprietary to the team or the school, which is not public information (examples: tentative or future team schedules, student-athlete injuries and eligibility status, travel plans/itineraries or information).

Please remember, the head coach, in consultation with the principal and/or athletic director have the ability to suspend or remove a student from the team on the first inappropriate violation of the Social Media Policy & Guidelines for Student-Athletes.

For your own safety, please keep the following recommendations in mind as you participate on social media websites:

- Set your security settings so that only your friends can view your profile.
- You should not post your email, home address, local address, telephone number(s), or other personal information as it could lead to unwanted attention, stalking, identity theft, etc.
- Be aware of who you add as a friend to your site – many people may be looking to take advantage of student-athletes or to seek connection with student-athletes.
- Consider how the above behaviors can be reflected in all Social Media applications. If you are ever in doubt of the appropriateness of your online public material, consider whether it upholds and positively reflects your own values and ethics as well as that of Grandview School District and your team. Remember, always present a positive image and do not do anything to embarrass yourself, the team, your family or the school. If you aren't sure if something is inappropriate to post, ask your coach before posting it.

By signing **Section III of the Athletic Registration form**, you affirm that you understand the Grandview School District Social Media Policy and Guidelines for Student-Athletes and the requirements that you must adhere to as a Grandview High School or Grandview Middle School student-athlete. Also, you affirm that failure to adhere to this policy and guidelines may result in consequences that include suspension from your athletic team, and you may be subject to additional penalties imposed by the WIAA, Grandview High School or Grandview Middle School and the Grandview School District.

Extracurricular activities are provided by the Grandview School District and Grandview High School to provide opportunities for students that cannot be included during the school day. Extracurricular activities are voluntary; however, as participants are representing the school and community, the following policies shall apply to all students who participate in extracurricular activities. This Athletic Code will be effective from the date the athlete signs the athletic code agreement section of the Grandview Athletic Registration Form and will be continuously in effect until the last day of school of the year the athlete graduates from Grandview High School.

I. USE OF ILLEGAL SUBSTANCES

The use or possession (actual or constructive1) of alcohol, tobacco, marijuana, drugs (illegal) or paraphernalia in any amount is prohibited. Law enforcement authority may be contacted. Washington Interscholastic Activities Association (WIAA) 18.26.2 - Penalties for the possession, use or sale of legend drugs (drugs obtained through prescription, Revised Code of Washington (RCW) 69.41.020-050), marijuana and controlled substances (RCW 69.50) shall be considered a violation of the athletic code and standards, and shall subject the student to disciplinary actions. All violations accumulate with an athlete until the last day of school of the year the athlete graduates from Grandview High School.

ATHLETIC CODE - GRANDVIEW SCHOOL DISTRICT CONT.

1. FIRST VIOLATION
The student shall be immediately ineligible for interscholastic competition for the remainder of the season. After serving a penalty of ineligibility of 20% of a scheduled sports season (which may carry over into the postseason or next sports season a student athlete participates in and completes in good standing), eligibility may be reinstated the season during which the violation occurred or was recognized if the student (with parent approval if applicable) agrees to participate and completely follow the recommendations of a Grandview School District approved assessment/assistance program. In order to be eligible to participate in interscholastic competition the next season, the student shall meet with a Grandview High School eligibility board (consisting of the athletic director (or designee), a school counselor (or designee), a coach who does not coach the student, and a district drug and alcohol intervention specialist). This eligibility board will recommend to the principal appropriate action and the principal (or designee) will have final authority as to the student's participation in interscholastic competition.

VOLUNTEER ADMISSION CLAUSE
If a student voluntarily comes forward and admits to a problem with drugs, alcohol, and/or tobacco and an agreement can be made between the student, parent(s)/guardian(s), and the Resource Management Team (RMT) to treat the student, it will be considered a guidance problem and not a discipline problem. The student will be referred to the RMT and must follow recommendations of the RMT. STUDENT WILL NOT BE DECLARED INELIGIBLE AND MAY CONTINUE PARTICIPATION IN INTERSCHOLASTIC COMPETITION IF RMT RECOMMENDATIONS ARE COMPLETELY FOLLOWED. If RMT recommendations are not followed the voluntary admission will become the first violation and the next violation would be considered the second violation.

2. SECOND VIOLATION
The student shall be ineligible for interscholastic competition for a period of one (1) calendar year from the date of the second violation.

3. THIRD VIOLATION
The student shall be permanently prohibited from interscholastic competition.

II. ATTENDANCE

1. PREVIOUS SEMESTER
WIAA 18.7.0 - The student shall have been in regular attendance as a full-time student as defined in WIAA 18.6.0 and 18.6.3 during the semester/trimester immediately preceding the semester/trimester in which the contest is held. A student who fails to complete the previous semester shall be ineligible for athletic competition during the current semester/trimester.

2. ATTENDANCE REQUIREMENT PRIOR TO CONTEST/ACTIVITY/PRACTICE
The student should attend all periods on the day in which the contest/activity/practice is scheduled. Students that have not attended all periods the day in which the contest/activity/practice is scheduled may not compete/participate in the scheduled contest/activity/practice. The student would be allowed to compete/participate in the contest/activity/practice if the absence is excused and cleared through the attendance secretary prior to the end of the school day in which the absence takes place. The principal, assistant principal, or athletic director may approve exceptions. Friday attendance may be used for Saturday contest/activity/practice or next competition if on a school break.

III. SCHOLASTIC ELIGIBILITY

1. PREVIOUS SEMESTER – WIAA 18.7.0
The student shall achieve passing grades in a minimum of:
- four (4) classes in a five (5) period class schedule
- five (5) classes in a six (6) period class schedule
- six (6) classes in a seven (7) period class schedule

Class schedule guidelines referenced above shall be the requirement of all full-time students in that school.
A student shall have passed the minimum number of classes in order to be eligible for competition during the succeeding semester/trimester. The record at the end of the semester/trimester shall be final, except for those credits earned in a regular accredited summer school program or alternative educational program accepted by the school district. A student who has failed to meet grade requirements shall be placed on suspension (the suspension period shall be from the end of the previous semester/trimester through the fourth (4th) Saturday of September in the fall and the first five (5) weeks of the succeeding semester/trimester in the winter and spring). The student shall be ineligible to compete during the suspension period. The first-grade check for incoming Freshmen playing a fall sport will be three weeks into the school year. Previous semester grades from the 8th grade will not be used to determine academic eligibility.

(1) Possession means having a substance in one's custody or control. Actual possession occurs when the item is in the actual physical custody of the person charged with possession. Constructive possession occurs when there is no actual possession, but there is dominion and control over the substance such as knowing that alcohol, drugs (illegal) or tobacco products are available and/or being used by others.

2. GRANDVIEW HIGH SCHOOL ACADEMIC REQUIREMENT
Student's trimester grades will be checked every three (3) weeks. The grade checks will take place on Monday, or the first school day of the week. Any student failing two (2) or more classes will be immediately suspended. Students shall pass ALL classes enrolled in as well as meeting the WIAA minimum standards. Any student not meeting WIAA requirements at semester/trimester will be placed on suspension as detailed above. Any student meeting WIAA requirements, but not passing ALL classes enrolled in may:

- Be placed on a three (3) week probation. During the probation period the student will be allowed to compete. If, at the end of the probation period, the student is passing ALL classes the student will be removed from probation. If, after being placed on probation the student is not able to pass ALL classes on the next grade check, the student may be declared ineligible from competition until he or she is passing all classes. Only athletes who are suspended will have their grades checked weekly to determine if they can be declared eligible. When the student is passing ALL classes, the student will be declared eligible for competition. The student may remain on suspension until all classes are being passed.
- Once the student is declared ineligible from competition the student will have six (6) weeks to pass ALL classes. If, after six (6) consecutive weeks of ineligibility, the student is not able to pass ALL classes the student may be declared ineligible from competition for the remainder of that sport season. Whether or not the student is allowed to continue to practice with the squad will be at the discretion of the coach.
- On the last school day prior to winter and spring break students who are on suspension may be cleared if they are passing all classes. No further grade checks will take place during these breaks.
- The first-grade check of each semester/trimester will be based on the previous semester/trimester grades.
- A student who transfers from Grandview High School to Compass High School during an athletic season who is currently academically ineligible will remain ineligible.

ATHLETIC CODE - GRANDVIEW SCHOOL DISTRICT CONT.

- Eligibility may be reinstated if the student is passing all classes after a period of three (3) weeks of enrollment.

IV. GENERAL RULES & REGULATIONS

Students participating in extracurricular activities must obey all written rules and regulations of Grandview High School and Grandview School District, the WIAA, the Washington Administrative Code (WAC), and the RCW at all applicable times.

1. DETENTION
Scheduled practices or activities do not excuse students from serving detention time.

2. VIOLATION OF SCHOOL & SCHOOL DISTRICT RULES - SUSPENSION
Violation of school rules can result in suspension (long or short term) from the activity.

3. STUDENT RESIGNATION FROM ACTIVITY
A student who quits one activity may not participate in another during the same season unless mutually agreed upon by both coaches.

4. COACH/ADVISOR RULES & REGULATIONS
Each coach or advisor will have additional rules and regulations that pertain to that particular activity.

5. DISTRICT TRANSPORTATION OF STUDENTS IS REQUIRED
Students are required to use district transportation to and from all extracurricular activities.

A. Exceptions

1. Written Request
A written request for an exception may be made by the parent/guardian and must be received by the Athletic Director at least one day prior to the event.

2. Parent/Guardian Verbal Request
Verbal request to a coach and/or administrator by a parent/guardian to release a son/daughter to their custody, may be made at an event. Upon such request, the coach and/or administrator may agree to release the athlete to the custody of the parent/guardian. If it is agreed that the student may be released to the parent/guardian, the parent/guardian must sign the travel manifest (the coach and/or bus driver will be able to provide this document).

V. ILLEGAL ACTS

1. Being charged/cited with acts contrary to the Laws of the State of Washington (i.e., Misdemeanors) may result in loss of eligibility for up to and including the equivalent of one full season. This may include a portion of the scheduled contests of a future sport season in which he or she may choose to participate and complete in good standing. The ineligibility may be reduced if:

a. Restitution is made in full and/or
b. All legal ramifications have been resolved and
c. The situation has been resolved to the school district's satisfaction.

2. A student wanting to participate in athletics that has been involved in gross misconduct (i.e., arrested for a felony or in the process of being charged for a felony) may be declared ineligible to participate in athletics indefinitely. This period of intelligibility will continue until:

a. All legal ramifications have been resolved and/or
b. The situation has been resolved to the school district's satisfaction.

VI. SCHOOL RULES VIOLATION

Any single violation of school rules, which is of a serious nature (as determined by the administration), shall be considered a violation of the athletic code. Discipline may include, but is not limited to, suspension of one or more games. The following actions constitute examples of serious violations of school rules:

1. Any conduct or expression (lewd, indecent, obscene, or otherwise) causing substantial or material disruption or obstruction of any school function.
2. The attempt to inflict, intimidate, coerce, or the actual infliction of physical injury on any school employee, pupil, or other person. The administration/athletic director will have the authority to review each case to determine the existence of any mitigating circumstances (i.e., self defense).
3. The possession, handling, or transmission of any object which can reasonably be considered a weapon.
4. The attempt to haze or use any form of initiation upon any athlete, pupil, or other person. The administration/athletic director will have the authority to review each case to determine the existence of any mitigating circumstances. Hazing and initiation can lead to permanent dismissal from any or all participation in athletics. Hazing is the act of humiliating, physically or verbally, to punish, harass, or bully by forcing unnecessary acts, duties, tasks, or activities on a person. Initiation is considered ceremonies by which one is admitted to a group, club, team that attempts to humiliate, intimidate, coerce, or cause bodily harm to any person.
5. Any participant who quits a sport after their 15th day of practice may become ineligible for 20% of the scheduled contests of a future sport season in which he/she may choose to participate. A participant must receive permission from his/her coach and approval from the building athletic director in order to have the above penalty waived. If the coach and athletic director deny the participant's request to discontinue participation, he/she may appeal that decision.
6. Athletes may be suspended from competition until all issued equipment from a previous sport has been returned or paid for through the front office.

VII. MINOR VIOLATIONS

Student athletes are expected to be well behaved at all times. Minor discipline violations may result in suspension for one or more games as determined by the Athletic Director based on the frequency of the violations. The consequence may be based on the number of detentions a student receives during the current sport season through the Assistant Principal/Principal's office.

1. Two detentions: Student-athlete may meet with Assistant Principal and/or Athletic Director.
2. Three or more detentions: Student-athlete may be suspended for one game or more.
3. Five detentions: Student-athlete may be denied participation for the current sport season.

VIII. APPEAL PROCESS

Any student who is declared ineligible from competition or suspended from an activity for violation of these rules may appeal that suspension or ineligibility by providing a written request within two (2) business days of the suspension or declaration of ineligibility to the Grandview High School principal, vice principal, or athletic director. This written request will initiate an eligibility hearing with a Grandview High School eligibility board within three (3) business days of receipt of the written request. Results of this hearing will be provided within two (2) business days of the hearing. Further appeals can be made to the Grandview School District superintendent within two (2) business days of receipt of the hearing results. After two (2) business days from the original suspension of declaration of ineligibility, regardless of if a stay is awarded, a student forfeits his/her right to an appeal. Further, after two (2) business days of receipt of the eligibility hearing results a student forfeits his/her right to an appeal.

IX. INELIGIBLE TO PARTICIPATE

For a student to be declared ineligible for competition a student must be notified prior to said contest by the administration and/or coach. If the administration was unaware of a violation that would preclude participation the student is deemed eligible for participation. Once the administration is aware of the violation and properly notifies the student that he/she is in violation of the athletic code, the appropriate action will be taken, and the student will be declared ineligible.

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Accidents and Student Medical Insurance
In the event of an accident or illness, Grandview School District will make every reasonable effort to contact the parent or guardian immediately. That's why it's important for you to fill out the emergency notification form and return it to school promptly. Be sure to notify the school office if any of the information on that form changes during the school year. However, if the parent or guardian is not available, the district will secure proper emergency medical care as needed. Any medical care expense as a result of this emergency medical care will be the responsibility of the student's parent or guardian or their medical insurance, if any. It's important for parents to understand that the district does not provide medical insurance for student injuries. However, the district does provide an opportunity to participate in a voluntary medical/ health insurance program, available for purchase through Meyers- Stevens & Toohey and Co., Inc. The brochure for this plan is included in the parent packet or in your school's office. Please take a moment to review this information so that you can determine if you would benefit from this program.

Asbestos Safety
This notice informs you that there is asbestos in some of our schools. Though present in some building materials, it does not represent a health hazard to people. The remaining materials are in good condition. A plan is in place to ensure that the remaining asbestos will not represent a future health hazard. This plan includes periodic inspections and frequent observational surveys. You may wonder why all of the asbestos is not removed. According to the Environmental Protection Agency (EPA), asbestos only presents a health hazard when fibers become airborne and are inhaled. The mere presence of asbestos in materials does not represent a health hazard. Therefore, the EPA recommends that asbestos only be removed during renovation activities. The majority of asbestos-containing materials in our schools are located in or around mechanical areas that are not accessed by the public. Floor tile and the glue that holds the tile may also contain very small amounts of asbestos. When asbestos removal projects are undertaken, we take the essential precautions to test and abate as required by the EPA. Our asbestos management plan identifies locations of the materials assumed to contain asbestos and calls for the removal of any asbestos- containing materials that either present a risk or are present in an area being renovated. The plan also indicates the schedule of inspections and response actions. This plan is located in school offices for your review.

Certification and Licensure Status of Teacher
The federal Every Student Succeeds Act of 2015 (ESSA) requires schools who receive Title I, Part A funds to notify parents or legal guardians when their child has been taught for four consecutive weeks by a teacher who has not met state certification/licensure requirements. In Washington, this notification requirement will go out for any teacher with a limited certification. In some cases, we have had to fill teaching assignments in core academic subjects with teachers on emergency licenses or permits when licensed teachers were not available to hire.

Child Find Program
One of the most important responsibilities you have as a parent is to make sure that your child has what he/she needs. That goes beyond love, food and clothing. Approximately 10 percent of all children have some special need that requires special attention. If you think your child (birth through age 21) has difficulty seeing or hearing, has communication or diagnosed health problems, has difficulty learning or playing, help is as close as your Child Find Coordinator at your local school district. Parents with children in private schools and/or parochial schools, or anyone knowing of a child who is highly mobile, homeless or migrant should contact their closest school district in which they reside for Child Find information. Child Find is a process of locating children who will need special services in order to experience success in school. The schools and community agencies are working together to provide these services. If you know a child that may need help, please call the Grandview Special Education office at (509) 882-8520.

Community Eligibility Provision (CEP)
Our school is participating in a federal program available to select schools as part of the National School Lunch and School Breakfast Program called Community Eligibility Provision (CEP). This means that all students attending Grandview schools are eligible to receive breakfast and lunch at no charge throughout the school year, regardless of family or household income.

However, some of the education programs the district provides are funded from state dollars that require our school to collect household information for all students attending CEP schools. In order to collect the information, the Office of the Superintendent of Public Instruction (OSPI) has developed the Family Income Survey. The Family Income Survey is used to capture information and ensure the district/school receives all of the funding it is entitled to for other state funded education programs. When you receive the Family Income Survey please take a moment to complete it and return it to your student's school. Your participation is essential in order for us to provide OSPI with the information they need and ensure Grandview schools will continue to receive critical state funding for these educational programs. If you have any questions, please contact Food Service Supervisor Chris Castillo at (509) 882-8532.

Drug-Free Schools
The Grandview School District supports and enforces drug-free schools. Use and/or possession of alcohol and illicit drugs is unlawful, wrong, and harmful. A student shall not knowingly possess, use, be under the influence of, or show evidence of having used any alcohol or any controlled illegal, addictive, or harmful substances (including anabolic steroids) while on school grounds or at a school activity. Violation of this policy shall result in the following: - The parent(s) will be notified to discuss appropriate treatment. - The school administration may request the assistance of a law enforcement official investigating the source of the substance. - Appropriate school disciplinary action will be taken. To ensure the safety, health and well-being of all students, the district is committed to a program that emphasizes

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drug and alcohol abuse prevention, intervention, aftercare support and necessary corrective actions. While the primary obligation to seek assistance rests with the student and his/ her parent(s), school staff shall work with the home and community to develop and implement a comprehensive prevention and intervention program. The district shall seek the support and cooperation of public and private agencies as necessary.

Electronic Resources - Internet Access, Email & School
Grandview School District provides access to current technologies, including email and the Internet, to enhance the educational process. The rich sources of information available on the Inter- net enhance the ability to do research, communicate and collaborate with others, and access content appropriate for their own instructional program. Internet and Email Access The district's electronic resources policy and procedures outline the district's commitments concerning the use of technology as well as more specific expectations about their use. Students are expected to follow the district's Acceptable Use Procedures when using the district email system and when gaining access to the Internet via district computers and network. Parents and students must sign a consent form acknowledging the district's Acceptable Use Procedures before they can use district resources.

Family Educational Rights and Privacy Act (FERPA)
Reviewing student records, requesting that directory information be kept private. Under the federal Family Educational Rights and Privacy Act (FERPA), parents (and students over 18 years of age) have certain rights concerning how Grandview School District releases educational records. The district may release some basic information on the student, called directory information. Parents and students over 18 can direct the district to keep that information confidential by filling out and turning in the Directory Information Withhold form. Releasing Student Information Although there are some exceptions, in general, the district cannot release information about a student to people or organizations outside the district without written consent from parents. One exception is that the district can forward educational records on request to a school in which a student plans to enroll. Student information may also be disclosed without consent to school officials with legitimate educational interests. Directory Information Another exception that allows release both inside and outside the district is what the law calls "directory information," information that would normally be found in a directory. Directory information includes: student name, photo, address, telephone number, email addresses - personal, parent and school assigned, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and awards, parent/guardian names and enrollment status. This information may be used in a variety of ways, such as a school yearbook, school or district newsletters or website, or released to news media. See the Directory Information Withhold form for a complete list of directory information. Directory Information Withhold Form If parents want the district to keep directory information private, they must file a Directory Information Withhold form. To request that directory information be withheld, return one Directory Information Withhold form per student to their school before Sept. 16 to ensure the information is withheld. If you are enrolling your student mid-year, these forms must be returned within five days. Important: If you do not indicate a preference on the form for the release of student information, we will assume that you have no objection to the release of directory information. For additional copies of the form, please contact the school secretary or the district communications office. Note: The district cannot control the release of certain directory information - such as photographs/ images or names - when students participate in school events open to the general public such as athletic competitions, concerts or plays. Military or Higher Education Under federal law, this directory information can also be released to military recruiters and to institutions of higher education for students who are in ninth grade to 12th grade. If you do not want this information released to military organizations, please check the military box in the ninth-12th grade only section on the Directory Information Withhold form. If you do not want this information released to institutions of higher education, please check the higher education box in the same section on the Directory Information Withhold form. You and your student will still be able to request sending their records to specific colleges or universities: the Directory Information Withhold request simply means the district will not include your student's directory information in a request for information. Please note that both military and higher education organizations may gain access to your student's information from other sources. Checking these boxes only insures that Grandview School District will not provide it. Reviewing & Appealing Contents of Records Under the law, parents and guardians have the right to inspect and review their student's educational records within 45 days of submitting a written request to the school principal. The principal will then notify the parent(s)/ guardian(s) of the time and place where the records may be reviewed. Concerns with Student Records If parents have concerns about the accuracy or appropriateness of their student's educational records maintained by the school, they are encouraged to inform the principal. The principal will meet with the parents and attempt to resolve the matter. If the concern is not resolved to the parents' satisfaction within 30 school days, they will have the opportunity for a hearing before the Superintendent or designee. The request for the hearing must be made in writing. The hearing will be held within a reasonable time following the request. More information is available in the student records policies in the administrative policies section of the district website. If parents are still not satisfied following this process, they can file a complaint with: Family Policy Compliance Office U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5901 Title IX and EEOC Notification Grandview School District complies with all federal and state rules and regulations and does not discriminate on the basis of race, creed, color, national origin, sex, sexual orientation, marital status, age, veteran or military status, religion or disability. This holds true for all district employment and for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Affirmative Action Officer, Title IX Officer, ADA District Coordinator, or Section 504 Coordinator. Affirmative Action Officer, ADA: Shawnta DiFalco, 509-882- 8520 Title IX Officer: Shawnta DiFalco, 509-882-8520. Mailing Address: 913 W. 2nd Street, Grandview, WA 98930.

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File a Citizen Complaint - Federal Programs
Citizen complaint against a School District, Educational Service District (ESD) or school Service Provider (Sub grantee) Citizen Complaint against a School District, ESD or other School Service Provider. A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation that applies to a federal program. Anyone can file a citizen complaint. There is no special form. There is no need to know the law that governs a federal program to file a complaint. You may access more information and an overview of the citizen complaint process described fully in Chapter 392-168 WAC Special Service Programs - Citizen Complaint Procedure for Certain Categorical Federal Programs. Citizen Complaint against a school district, ESD or other school service provider by accessing ww.k12.wa.us/TitleI/CitizenComplaint.aspx. Ask a Question: Citizen Complaint Process Online: www.k12.wa.us/TitleICitizenComplaint.aspx. Phone (360) 725-6100 / TTY (360) 664-3631 Fax (360) 586-3305. Mail Your Questions: ATTN: Citizen Complaint-Title I, Part A Office of Superintendent of Public Instruction, P.O. Box 47200, Olympia, WA 98504.

Highly Capable Program
Beginning in the 2014-2015 school year the Grandview School District began offering a new program targeting students who are performing, or show potential to perform, at significantly advanced academic levels. The Highly Capable Program is offered at every school in the district for students in grades kindergarten through 12. The state has new requirements regarding identifying and providing services for students who qualify for highly capable programs. Anyone may refer a student for testing for the highly capable program. Referrals can come from parents, teachers, school personnel, friends, family, community members or even the student themselves. All parents must complete a Referral Form and give permission for the student to be tested and potentially placed in a highly capable program at your student's school. The referral forms are available at your student's school. Forms are due to your student's school by the last school day in February. A district team will review all referrals and student assessment criteria. The criteria for screening and program descriptions are outlined in the parent referral form packet. In late February or early March we will administer a universal screening to all second grade students in our district. By screening at one grade level we are broadening our search to serve highly capable students. Please call the district Special Services office at (509) 882-8520 or your school principal if you have questions regarding this information.

Homeless Students: Enrollment Rights and Services
The Grandview School district is committed to and will work with homeless students and their families to provide them with equal access to the same free, appropriate public education (including public preschool education) provided to other students. Special attention will be given to ensuring the identification, enrollment and attendance of homeless students not currently attending school as well as mitigating educational barriers to their academic success. Additionally, the district will take reasonable steps to ensure that homeless students are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, special education, bilingual education, vocational and technical education programs, gifted and talented programs and school nutrition programs. Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including: Sharing the housing of other persons due to loss of housing or economic hardship, or a similar reason; living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; living in emergency or transitional shelters; are abandoned in hospitals; living in public or private places not designed for or ordinarily used as regular sleeping accommodations for human beings; living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations or similar settings; are migratory children living in conditions described in the previous examples.

Language Instruction/English Learner (EL).— Notice
Each local educational agency using funds under this part or title III to provide a language instruction educational program as determined by title III shall, not later than 30 days after the beginning of the school year; or within 2 weeks for students identified during the school year, inform parents of an English learner identified for participation or participating in such a program and how they can be active participants in:

- Assisting their children to learn English
- Achieving high levels in core academic subjects
- Meeting the state's academic content and student academic achievement standards as all students are expected to meet.
- Seeking parent input into the development and evaluation of the LEAs' ELL program.
- Notifying parents of their right to have opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students participating in Title I or Title III programs.

Meal Service
All meals and snacks will be free for all students in the Grandview School District during the 2025-2026 school year.

Title I Part A Program
The purpose of the Title I, Part A program is to help ensure that all students have a fair, equal, and meaningful opportunity to receive a high-quality education and meet challenging state academic standards. For more information about Title I services and supports, please contact your child's school.

Title I, Part A Meeting
Each year, your child's school holds an annual Title I, Part A meeting to inform parents and families about the program, their rights under Title I, and the services available to support student success. During this meeting, the school also highlights the importance of parent and family engagement in their child's education. [ESSA Section 1116(c)(1)] Parents who would like more information about Title I activities, opportunities for involvement, or the option to request regular meetings are encouraged to contact the school principal.

Parent and Family Engagement
(PFE) in Title I, Part A Programs – Title I, Part A has one of the strongest PFE component of all Title federal programs. Parent and Family Engagement in a child's education is a greater

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predictor of academic success than whether or not that family is affluent or poor.

That's why Title I, Part A program insist on robust parent and family engagement activities at every school where federal funds support effective teaching and engaged learning. What is Parent and Family Engagement? "Family engagement refers to the systematic inclusion of families in activities and program that promote children's development, learning and wellness, including in the planning, development, and evaluation of such activities, programs and systems." - U.S. Department of Education, U.S. Department of Health & Human Services Policy Statement on Family Engagement From the Early Years to the Early Grades, 2016. From "Parent" to "Family" Inclusive and respective of all adults who raise and care for children, to include biological, adoptive and foster parents; grandparents; legal and informal guardian; and adult siblings. - U.S. Department of Education Why Parent and Family Engagement? Research tells us that students with engaged parents and families are more likely to: • Learn to read faster (Exhibit faster rates of literacy acquisition.) • Have higher grades and test scores. • Are promoted and take more challenging classes. • Adapt better to school and have better attendance. • Have better social skills and behavior. • Graduate. For more information visit www.k12.wa.us/TitleI/ParentFamilyEngagement or contact your student's school.

Pest Management

The district manages problem pests through an integrated pest management (IPM) program. On occasion, Grandview School District has the need to use pesticides, i.e., herbicides and insecticides, to manage vegetation and insect pests. To the extent possible with available resources, the goal of the integrated pest management (IPM) program is to protect human health, reduce loss from pest damage and minimize environmental pollution and human exposure to pesticides. Pest management solutions can range from monitoring the problem to baiting and trapping or to spraying. Pesticides are used only when necessary and in the least toxic formulation required. Spraying is done when monitoring indicates that vegetation or an insect pest will cause unacceptable medical, economic, or aesthetic injury. There is no fixed schedule for IPM treatments. If the district deems it necessary to use chemical sprays to manage vegetation and/or insect pests, the following guidelines are adhered to: • Whenever possible, pesticide spraying treatments will be managed at times when school is not in session. When it is necessary to apply pesticides when school is in session, the areas will be clearly marked and isolated from the school population. • Pesticides used in the district must be pre- approved by the Facilities Maintenance Supervisors. • Records of applications and Material Safety Data Sheets (MSDS) for approved materials are on file at the Support Services Center. • Notification and posting of pesticide treatments will be made in accordance with applicable state laws. Except in emergencies, in the highly unlikely case where pesticides may be used when school is in session, pre-notification information will be sent home with all students at the site where the application takes place.

Protection of Pupil Rights Amendment (PPRA)

PPRA is a federal law that gives parents certain rights regarding surveys, collection and use of information for marketing purposes and certain physical exams. PPRA gives parents the right to: 1. Consent before students are required to take a survey that concerns one or more of the following protected areas ("protected information sur- vey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED): • Political affiliations or beliefs of the student or student's parent • Mental or psychological problems of the student or student's family • Sex behavior or attitudes • Illegal, anti-social, self-incriminating, or demeaning behavior • Critical appraisals of others with whom respondents have close family relationships • Legally recognized privileged relation- ships, such as with lawyers, doctors, or ministers • Religious practices, affiliations, or beliefs of the student or parents • Income, other than as required by law to determine program eligibility 2. Receive notice and an opportunity to opt a student out of: • Any other protected information survey, regardless of funding • Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law • Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others 3. Inspect, upon request and before administration or use: • Protected information surveys of students • Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes • Instructional material used as part of the educational curriculum. These privacy rights transfer from the parents to a student who is 18 years old or an emancipated minor under state law. Grandview School District has developed processes regarding these rights. The district has made arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure or use of personal information for marketing, sales, or other distribution purposes. Grandview will directly notify parents of these policies after any substantive changes, in addition to this yearly notice. The district will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her student out of participation of the specific activity or survey. Grandview will make this notification to parents at the beginning of the school year if the district has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and will be provided an opportunity to opt their student out of such activities and surveys. Parents will also be given a chance to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement: • Collection, disclosure, or use of personal information for marketing, sales or other distribution • Administration of any protected information survey not funded in whole or in part by the U.S. Department of Education • Any non-emergency, invasive physical ex- amination or screening as described above. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202-5920.

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Public Records Requests
The district provides information that is considered public record upon request. The Washington Public Records Act provides for the release of public records maintained by a public agency, such as the school district, with limited exceptions. Parents/ guardians have the right under the Washington Public Records Act to request the public records regarding school employee discipline. Requests for access to, or copies of, public records should be made in writing to: Public Information Officer, 913 W. 2nd St., Grandview, WA 98930. Please specify the records sought. Copies of records are subject to a copying charge of 15 cents per page.

Annual LEA Report Card
The Washington School Report Card provides information about our K–12 schools and districts. It is designed to help parents, families, educators, students, and community members stay informed and engaged with their local schools. The report includes information such as state assessment results, student enrollment, and demographic data for both students and educators, along with other important school and district information. You can access the Washington School Report Card on our district website or by visiting the OSPI Report Card website at: https://reportcard.ospi.k12.wa.us

Report Card for Every Student
You have the right to know how well your child is progressing. Schools that operate Title I, Part A programs must provide a report for each student that explains how the student performed on state assessments, including reading, English language arts, and mathematics.

Information on State and Local Assessments
Each fall, parents will receive information about the assessments required by the state and district for the current school year. This information will include the subject areas being assessed, the purpose of each assessment, and the source of the requirement. When available, the district and schools will also provide the expected length of each assessment, testing schedules, and information regarding when and how assessment results will be shared with families. [ESSA Section 1112(e)(2)(B)(C)]

State or LEA Policy Student Participation in Assessments
In accordance with ESSA Section 1112(e)(2)(A), parents will be notified annually of their right to request information regarding state and local assessment policies, including any applicable procedures and parental rights related to opting a child out of assessments. State assessments are required by Washington state law (RCW 28A.230.095) and federal law under the Elementary and Secondary Education Act (ESEA). More information can be found on the OSPI State Testing Frequently Asked Questions webpage.

Section 504 of the Rehabilitation Act
Section 504 prohibits discrimination against persons with a disability in any program receiving Federal financial assistance. The Act defines a person with a disability as anyone who: • has a mental or physical impairment which substantially limits one or more major life activities (such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working) • has a record of such an impairment • is regarded as having such an impairment Grandview School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under the Act, which include the responsibility to identify and evaluate the child. If he/she is deter- mined to be eligible under Section 504, the district is responsible to afford access to an appropriate education. If a parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer. Please contact your child's school counselor if you have questions regarding a 504 plan. Section 504 Coordinator: Shawnta DiFalco, 509- 882- 8520. Mailing Address: 913 W. 2nd Street Grandview, WA 98930.

Teacher and Paraeducator Qualifications
In compliance with the requirements of the Every Students Succeeds Act (ESSA) the Grandview School District would like to inform you that you may request information about the professional qualifications of your student's teacher(s) or instructional paraprofessional(s).

A. The following information may be requested for teacher(s): 1. Whether the teacher has met Washington teacher certification requirements for the grade level and subject areas in which the teacher provides instruction. 2. Whether the teacher is teaching under an emergency or other provisional status through which Washington qualifications or certification criteria have been waived. 3. The college major and any graduate certification or degree held by the teacher. 4. Whether the student is provided services by paraprofessionals, and if so their qualifications. B. The following information may be requested for instructional paraprofessional(s): Paraprofessionals must work under the supervision of a certified teacher. In schools that operate a schoolwide program, all paraprofessionals must meet professional qualifications. In a Targeted Assistance program, any paraprofessional who is the direct supervision of a certificated teacher must meet the professional qualifications. Paraeducators can provide a copy of their high school diploma – transcripts are not necessary. Schools that operate a Title I, Part A program must have a high school diploma or GED and completed the following: 1. Completed at least two years of study at an institution of higher education; or 2. Obtained an associate's or higher degree; or 3. Pass the ETS ParaPro Assessment. The assessment measures skills, the content knowledge related to reading, writing and math; 4. Completed previously the apprenticeship requirements and must present a journeycard or certificate. The portfolio and apprenticeships are no longer offered for enrollment; however, the Office of Superintendent of Public Instruction (OSPI) will continue to honor this pathway. If you wish to request information concerning your child's teacher's and instructional paraprofessional's qualification, please contact the school principal at your child's school.

Title 1 - Parental Involvement
I. The Board recognizes that parent involvement contributes to the achievement of academic standards by students participating

IMPORTANT INFORMATION
NOTICES & SUMMARY OF DISTRICT OPERATIONAL PROCEDURES cont.

in district programs. The Board views the education of students as a cooperative effort among school, parents and community. The Board expects that its schools will carry out programs, activities and procedures in accordance with the statutory definition of parental involvement. Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents: A. Play an integral role in assisting their child's learning; B. Are encouraged to be actively involved in their child's education at school; and C. Are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

II. The board of directors adopts as part of this policy the following guidance for parent involvement. The District shall assist schools on the following: A. Put into operation programs, activities and procedures for the involvement of parents in all of its Title 1 schools consistent with federal laws including the development and evaluation of policy. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children; B. Work with its schools to ensure that the required school-level parental involvement policies meet the requirements of federal law, including a school parent compact; Provide the coordination, technical assistance, and other support necessary to assist participating schools in the planning and implementing of effective parent involvement activities to improve student academic achievement and school performance. C. To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in an understandable and uniform format in a language parents understand including alternative formats upon request; and build the schools' and parents' capacity for strong parental involvement; D. Coordinate and integrate Title 1 parental involvement strategies with parent involvement strategies under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction, Preschool Youngsters, State-run preschools; E. Conduct, with the involvement of parents, an annual evaluation of the content and effective- ness of this policy in improving the academic quality of the schools served with Title I funds including: identifying barriers to greater participation of parents in Title I-related activities, with particular attention to participation of parents with limited English proficiency, parents with disabilities and parents of migratory children; and F. Involve the parents of children served in Title I, Part A schools in decisions about how the Title I, Part A funds reserved for parental involvement are spent. Legal References: PL 107-110, Section 1118 (a). Management Resources: Policy News, August 2003 No Child Left Behind Update Policy News, June 2005 Title 1 Parental Involvement Policy.

Volunteer Screening
Parents are encouraged to volunteer in their child's school as one way to be more involved. For safety reasons, only volunteers who have been screened by the district are allowed to volunteer in Grandview schools and chaperone students on field trips. Thus every parent who wants to help in their child's class, be a volunteer coach or go on a field trip will need to complete a Grandview School District volunteer application and be approved by the district's volunteer office before the event occurs or before they begin volunteering in the school. Volunteers must sign in and out at the school office, following the school's standard procedure. We recommend that you complete your application during the summer or at the beginning of the school year to ensure that you have received approved volunteer status before you plan to volunteer. Volunteer approvals are valid for three years from the date of approval. Check with your school office to see if your approval status is current. How to apply: • Get an application contact Fabiola Atwood-Martinez at 509-882-8537 or fatwoodmartinez@gsd200.org

Weapons/Dangerous Instruments
Policy No. 4210, Regulation 3240R
It is a violation of district policy and state law for any person to carry a firearm and/or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. Violation of this rule with a firearm shall result in parent contact, involvement of law enforcement, and result in a minimum of one-year expulsion, unless modified by the Superintendent.

Items in the following categories are defined as weapons:

1. Any firearm (hand or long gun), air gun, or other device from which a projectile may be fired by explosive or non-explosive force (i.e. BB or pellet guns) (RCW 9.41.010).
2. Bombs, grenades, and/or any parts which may be readily assembled into a firearm or bomb.
3. Any knife or similar item dangerous to others defined in (RCW 9.41.250: 270,280) as follows: a) Any knife having a blade that opens automatically by hand pressure or which opens by gravity or centrifugal force, or spring loaded blades, the blade of which, when open, projects from the handle. b) Any knife having any device of any kind that holds the blade partially or totally open, the blade of which when open projects from the handle. c) Any knife, dirk, razor, ice pick, or dagger of any kind other than those provided, supervised, and used as part of a school's curriculum. d) Devices commonly known as sling shots, sand clubs, metal knuckles, nunchuck sticks, and/ or throwing stars.
4. Any other object that is carried for the purpose or with intent of inflicting injury on or intimidating another person such as (but not limited to) pepper spray, stun gun, or personal protection devices.

Possession of fire arms and/or weapons is a crime under state and federal law; a student shall be expelled for not less than one year. Administrators or other designated school officials will confiscate any article identified as a weapon or firearm. Weapons and/or firearms confiscated pursuant to long-term suspension or expulsion will be submitted to the appropriate law enforcement agency. In addition, parent notification will be made. It is a crime under Washington state law for a person (not just students) to knowingly carry a dangerous weapon on school premises. The penalty for conviction could be up to a year imprisonment and a $5,000 fine. (RCW 9.41.280) Each case will be brought to and heard by the chief school officer upon which he/she will make final ruling as to the expulsion or suspension of student, or dismissal of the case.

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

Bullying & Student Rights
The mission of the Grandview School District is to provide a quality education for the students of our community in a safe, supportive environment by offering relevant learning opportunities and quality staff that prepare them for their roles in a culturally diverse and ever-changing society. Bullying Prevention & Reporting State law prohibits harassment, intimidation, and bullying in our schools. Grandview School District addresses these issues in Policy 3207. Please refer to this document for further detail. The Bullying and Harassment Reporting Form is available in English and Spanish. Student Rights & Responsibilities The board acknowledges that conduct and behavior is closely associated with learning. An effective instructional program requires a whole- some and orderly school environment. The board requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus. Refer to Policy 3240 for more information.

Sexual Harassment
Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus, such as a school-sponsored field trip. Sexual harassment is unwelcome behavior or communication that is sexual in nature when: A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment. Examples of Sexual Harassment: • Pressuring a person for sexual favors. • Unwelcome touching of a sexual nature. • Writing graffiti of a sexual nature. • Distributing sexually explicit texts, e-mails, or pictures. • Making sexual jokes, rumors, or suggestive remarks. • Physical violence, including rape and sexual assault. How do I report sexual harassment? You can report sexual harassment to any school staff member or to the district's Title IX Officer: Shawnta DiFalco 509-882-8520 Fax: 509-882-8535. For a copy of your district's Sexual Harassment policy and procedure, contact your school or district office. www.gsd200.org

Complaints About Discrimination, Discriminatory Harassment and Sexual Harassment
What is discrimination? Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class or failing to accommodate a person's disability. What is a protected class? A protected class is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws. Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal. Grandview School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination: Executive Director of Special Programs is the assigned Title IX Coordinator/ Section 504/ADA Coordinator/ Civil Rights Compliance Coordinator. Contact information is as follows; 913 W 2nd St Grandview WA 98930, 509-882-8500, compliance@gsd200.org. You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online at www.gsd200.org.

How do I file a complaint about discrimination?
If you believe that you or your child has experienced unlawful discrimination or discriminatory harassment at school based on any protected class, you have the right to file a formal complaint. For a full copy of the school district's nondiscrimination procedure, visit www.gsd200.org or contact the school district at 509 882-8520. Before filing a complaint, you may wish to discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Compliance Coordinator. This is often the fastest way to resolve your concerns. Shawnta DiFalco 509-882-8520 Fax: 509-882-8535.

Step 1: Complaint to the School District
In most cases, complaints must be filed within one year from the date of the event that is the subject matter of the complaint. A complaint must be in writing, describe what happened, and state why you believe it is discrimination. It is also helpful to include what actions you would like the district to take to resolve your complaint. Complaints may be submitted by mail, fax, e-mail, or hand delivery to any district or school administrator or the district's Compliance Coordinator. When the school district receives your written complaint, the Compliance Coordinator will give you a copy of the district's discrimination com- plaint procedure. The Compliance Coordinator will then make sure that the school district conducts a prompt and thorough investigation. You may also agree to resolve your complaint in lieu of an investigation. The school district must respond to you in writing within 30 calendar days after receiving your complaint, unless you agree on a different date. If exceptional

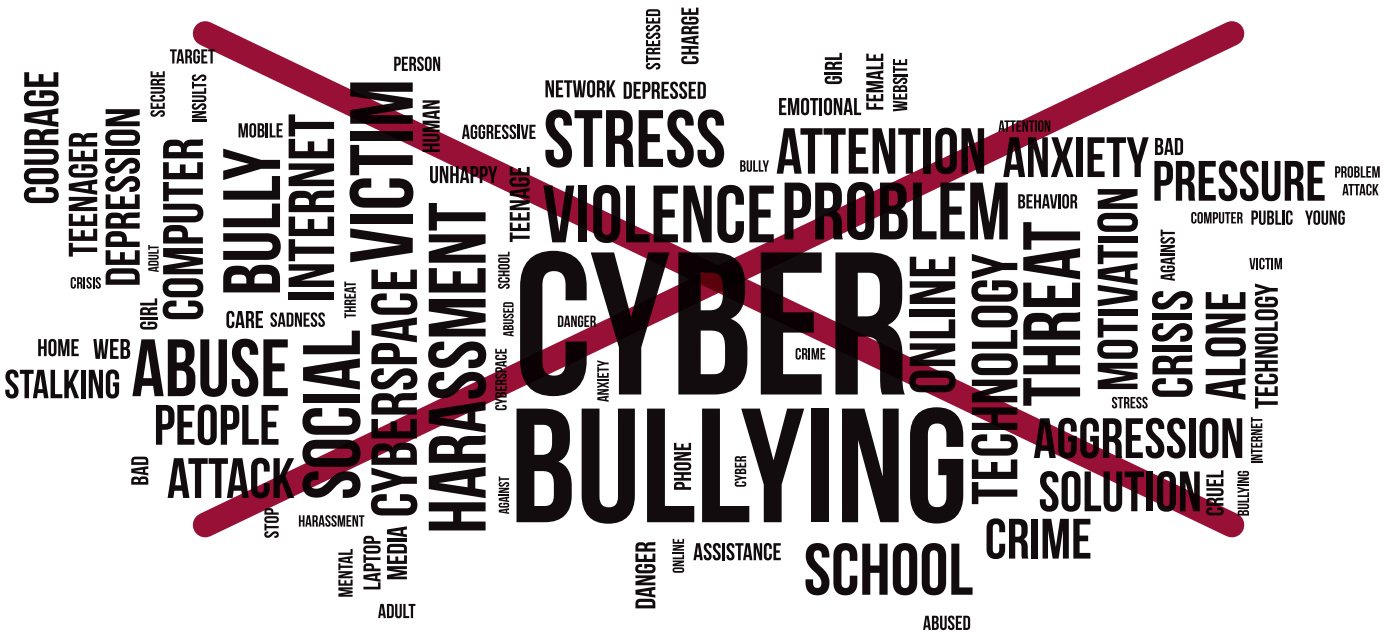
REQUIRED ANNUAL NOTICES
HARASSMENT, INTIMIDATION, & BULLYING (HIB); DISCRIMINATION; SEXUAL HARASSMENT; & GENDER-INCLUSIVE SCHOOLS CONT.

circumstances related to the complaint require an extension of the time limit, the school district will notify you in writing about the reasons for the extension and the anticipated response date. When the school district responds to your complaint, it must include: 1. A summary of the results of the investigation; 2. Whether or not the school district has failed to comply with civil rights requirements related to the complaint; 3. Notice of your right to appeal, including where and to whom the appeal must be filed; and 4. Any corrective measures determined necessary to correct any noncompliance.

Step 2: Appeal to the School District
If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing with- in 20 calendar days after they received your appeal, unless you agree on a different timeline. At the hearing, you may bring witnesses or other information related to your appeal. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with OSPI.

Step 3: Complaint to OSPI
If you do not agree with the school district's appeal decision, you may file a complaint with the Office of Superintendent of Public Instruction (OSPI). A complaint must be filed with OSPI within 20 calendar days after you received the district's appeal decision. You may send your complaint to OSPI by e-mail, mail, fax, or hand- delivery: E-mail: Equity@k12.wa.us Fax: (360) 664-2967 Mail: OSPI Equity and Civil Rights Office, PO Box 47200, Olympia, WA 98504-7200 Complaints cannot be filed with OSPI unless they have already been raised with the school district and appealed, as outlined in Steps 1 and 2 above, or if the school district did not follow the correct complaint and appeal procedures. For more information, visit www.k12.wa.us/ Equity/Complaints.aspx, or contact OSPI's Equity and Civil Rights Office at (360) 725-6162/TTY: (360) 664-3631 or by e-mail at equity@k12.wa.us.

Gender-Inclusive Schools
The board believes in fostering an educational environment that is safe and free of discrimination for all students, regardless of sex, sexual orientation, gender identity or gender expression. To that end, the board recognizes the importance of an inclusive approach toward transgender students with regard to key terms, official records, confidential health and education information, communication and the use of names and pronouns, restroom and locker room use and accessibility, sports and physical education, dress codes and other school activities, in order to provide students with an equal opportunity for learning and achievement. This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements are included in the accompanying procedure. The superintendent will appoint a primary contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. This policy and its procedure will support that effort by facilitating district compliance with local, state and federal laws concerning harassment, intimidation, bullying and discrimination.



STUDENT RIGHTS & RESPONSIBILITIES

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

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

The district's OP 3241 "Student Discipline" is designed to provide students with a safe, healthy, and educationally sound environment. It is the student's responsibility to be aware of and comply with OP 3241, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning. Students are referred to readily available operational procedures for the full statement of information in any of the areas to be summarized in this handbook. The Grandview School District maintains a website with all operational procedures listed at www.gsd200.org. State discipline law is available under WAC 392.400.

TEACHER RIGHTS & RESPONSIBILITIES

Teachers have the following rights regarding student conduct to:

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

Teachers have the following responsibilities to:

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

Teachers have the following authority to:

1. Use reasonable action to protect themselves, students or other staff or individuals from student misconduct.
2. Exclude a student from their classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements in WAC 392-400-330 and WAC 392-400-335.
3. Detain a student with prior parent/guardian notice before or after school for up to thirty (30) minutes.

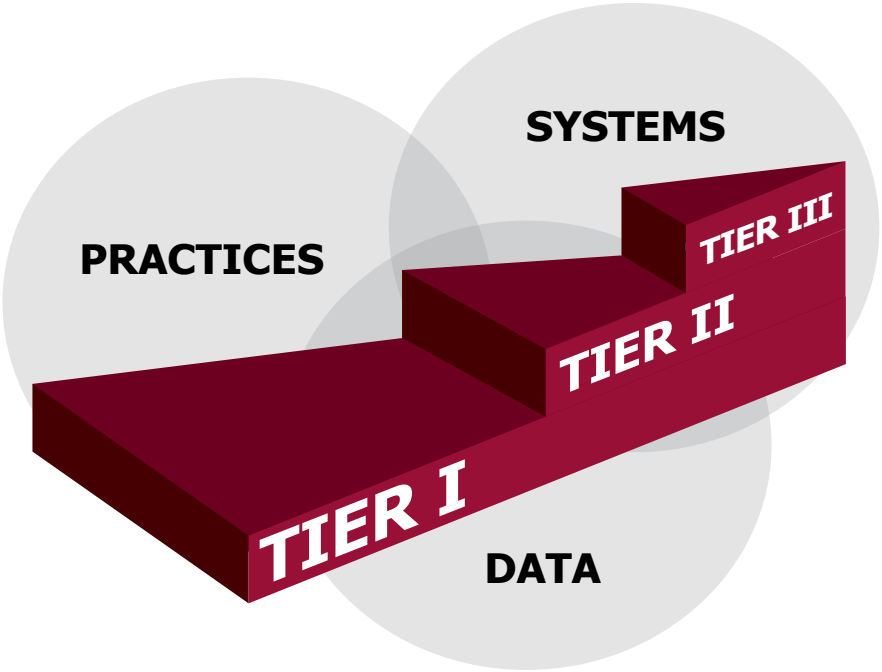
Parent(s)/Guardian(s) need to be aware that district staff are available to problem-solve issues and concerns. Staff expect mutual respect and appropriate expression by all parties involved. Any concern over building staff is first to be expressed to the principal; following that, concerns can be made to central office administrative staff. Verbal abuse, threats, and intimidation are illegal acts and will not be tolerated against any staff persons. (SBP 4314)

POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS (PBIS)

RESEARCH SHOWS PBIS IMPROVES STUDENT OUTCOMES AND REDUCES EXCLUSIONARY DISCIPLINE.

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

MULTI-TIERED SYSTEM OF SUPPORTS



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

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

If you would like more information, please contact your student's school or GSD Central Office (509) 882-8500.

STUDENT DISCIPLINE

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

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

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

Other Forms of Discipline Actions List:

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

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

a. A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
b. The student remains under the supervision of the teacher or other school personnel during such brief duration.

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

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

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

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

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

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

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

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

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

STUDENT DISCIPLINE CONT.

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

Additional conditions and limitations.
WAC 392-400-440

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

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

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

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

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

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

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

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

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

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

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

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

EDUCATIONAL SERVICES. *WAC 392-400-610*

a. A school district may not suspend the provision of educational services to a student in response to behavioral violations.
b. During the suspension, expulsion, or emergency removal of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to:

STUDENT DISCIPLINE CONT.

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

c. When providing a student the opportunity to receive educational services under this section, the school district must consider:
   1. Meaningful input from the student, parents, and the student's teachers;
   2. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
   3. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.

d. A school district may provide educational services to the student in an alternative setting or modify the suspension or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.

REENGAGEMENT MEETING. *WAC 392-400-710*

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

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

REENGAGEMENT PLAN. *WAC 392-400-710*

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

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

FIREARM EXCEPTIONS

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

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

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

STUDENT DISCIPLINARY DUE PROCESS

The following charts are included as a reference aid and are not intended to add to or modify district operational procedure or state regulations. Grandview School District students, parent(s)/guardian(s), and staff can review the entire state regulation, **WAC 392-400** at **http://apps.leg.wa.gov/wac/**.

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

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

CLASSROOM EXCLUSION AND/OR OTHER FORMS OF DISCIPLINE

Including Exclusion from Transportation or Extra-Curricular Activity and Detention

WAC 392-400-330

Notice to parents. *WAC 392-400-335*

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

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

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

IN-SCHOOL SUSPENSION OR SHORT-TERM SUSPENSION

WAC 392-400-430, WAC 392-400-435

Initial hearing with student. *WAC 392-400-450*

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

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

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

LEVEL:	1. Optional Informal Conference *WAC 392-400-460*	2. Appeal *WAC 392-400-465*	3. Review and Reconsideration of Appeal *WAC 392-400-470*
CONTACT:	Your School Office	GSD Central Office (509) 882-8500	GSD Central Office (509) 882-8500
PRESIDING OFFICIAL:	Principal	Superintendent's Designee	Superintendent's Designee
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the superintendent's designee provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. **Right to appeal:** An informal conference must not limit a student's or parents' right to appeal under Level 2.	**Decision:** The superintendent's designee must deliver a written appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal.	**Decision:** The superintendent's designee must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

STUDENT DISCIPLINARY DUE PROCESS CONT.

LONG-TERM SUSPENSION OR EXPULSION

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

Initial hearing with student. *WAC 392-400-450*

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

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

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

LEVEL:	1. Optional Informal Conference *WAC 392-400-460*	2. Appeal Hearing *WAC 392-400-465*	3. Review and Reconsideration of Appeal *WAC 392-400-470*
CONTACT:	**Your School Office**	**GSD Central Office (509) 882-8500**	**GSD Central Office (509) 882-8500**
PRESIDING OFFICIAL:	**Principal**	**Hearing Officer**	**Superintendent's Designee**
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal hearing orally or in writing within five (5) school business days from the date the principal or designee provided the written notice.	The student or parent(s) may request a review and reconsideration orally or in writing within ten (10) school business days from the date the hearing officer provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. **Right to appeal:** An informal conference must not limit a student's or parents' right to appeal under Level 2.	The district must hold an appeal hearing within three (3) school business days from the date the district received the appeal request, unless otherwise agreed to by the student or parents. **Decision:** The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within three (3) school business days after the appeal hearing.	**Decision:** The superintendent's designee must provide a written decision to the student and parents in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

Petition for Readmission to School: The readmission process is different from and does not replace the appeal process. A student, who has been suspended or expelled, may petition for readmission to the district at any time. Contact the Central Office (509) 882-8500 to request a "Petition for Readmission to School Application Form". *WAC 392-400-110(k)*

EMERGENCY REMOVAL

WAC 392-400-510

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

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

LEVEL:	1. Optional Informal Conference *WAC 392-400-520*	2. Appeal Hearing *WAC 392-400-525*	3. Review and Reconsideration of Appeal *WAC 392-400-530*
CONTACT:	**Your School Office**	**GSD Central Office (509) 882-8500**	**GSD Central Office (509) 882-8500**
PRESIDING OFFICIAL:	**Principal**	**Hearing Officer**	**Superintendent's Designee**
REQUEST:	The student or parent(s) may request an informal conference orally or in writing.	The student or parent(s) may request an appeal hearing orally or in writing within three (3) school business days from the date the principal or designee provided the written notice of the emergency removal.	The student or parent(s) may request a review and reconsideration orally or in writing within five (5) school business days from the date the hearing officer provided the written appeal decision.
TIME LIMIT:	The principal must hold the conference within three (3) school business days after receiving the request, unless otherwise agreed to by the student and parents. **Right to appeal:** An informal conference must not limit a student's or parents' right to appeal under Level 2.	The district must hold an appeal hearing as soon as reasonably possible, but no later than two (2) school business days after the date the district received the appeal request, unless otherwise agreed to by the student and parents. **Decision:** The hearing officer must provide a written decision to the student and parents in person, by mail, or by email within one (1) school business day after the appeal hearing.	**Decision:** The superintendent's designee must provide a written decision to the student and parents in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration.

DISTRICT DISCIPLINE MATRIX

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

The "District Discipline Matrix" represents a summary of "Student Discipline"; includes behavior violations for which a student may be disciplined; and represents the range of potential responses based on conditions, limitations, and interventions. A "behavioral violation" means a student's behavior that violates the district's discipline policies 3240 and 3241. The district has developed definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

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

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

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions[3]						
	Best Practices[4]	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols[5]
(ACT) Activities/Disobeying Laws and Rules at Events. Specific rules and expectations for student behavior are annually produced and are contained in associated student body (ASB) constitutions, Student, Family, and Staff Handbook, school building rules, and/or in the student Athletic Handbook. A student violating the rules set forth in these publications is deemed to be student misconduct.	Levels A–C and Level D	✓	✓	✓	No	No	
(APF) Assault/Physical Attack With a Firearm or Explosive Device.* A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony with a firearm or explosive device on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (**RCW 9A.36**). Student carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. This behavioral violation requires a mandatory one-year expulsion under the **Gun-Free Schools Act; WAC 392-400-820(1)**; and **RCW 28A.600.420(1)**.	N/A	N/A	N/A	N/A	N/A	Mandatory *	Mandatory School-Based Threat Assessment Referral[6]
(APO) Assault/Physical Attack Without a Weapon.* A student shall not initiate an action with the intent to cause great bodily harm to another, or by design knowingly inflict bodily harm which causes pain or agony on or in the vicinity of school premises, at a school-sponsored event or planned or aimed at school staff or personnel, or on the way to or from such school activities (**RCW 9A.36**).	Level G	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral

DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

(CODE) BEHAVIORAL VIOLATION	Range of Potential Responses Based on Conditions, Limitations, and Interventions						
	Best Practices	Classroom Exclusion	In-School Suspension	Short-Term Suspension	Long-Term Suspension	Expulsion	School Referrals and Protocols
(BMB) Bomb Threat.* A student shall not threaten to bomb, or communicate or repeat any information concerning such a threat of bombing or injury, knowing such information to be false (RCW 9.61.160). A student shall not engage in spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people.	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Mandatory School-Based Threat Assessment Referral
(BUR) Burglary.* A student shall not enter onto school premises or into any school district rooms or buildings without authorization and with the intent to steal property, damage property, or commit any other crime against person or property while in the building (RCW 9A.52.010 - RCW 9A.52.060).	Level F	✓	✓	✓	Grades 5-12 Only *	Grades 5-12 Only *	Consider School-Based Threat Assessment Referral
(BUS) Bus Conduct Issues. A student may be assigned discipline on school district buses, which will be enforced at the student's school according to published bus rules. Principals, with the assistance of the Director of Transportation or designee, shall enter these disciplinary actions into the student's discipline record.	Levels A–C and Level D	✓	✓	✓	No	No	
(CEM) Computer and Electronics Misuse. A student shall not be allowed to use any account other than his/her own, and no student use of the internet or other on-line services will be allowed unless it is under the direct supervision of a certificated staff member. Internet use will fulfill specific educational purposes; no unsupervised internet "surfing" without filter by students shall be allowed. A student is prohibited from specific misuse of all electronics that violate SBP 2022.	Levels A–C and Level D	✓	✓	✓	No	No	
(COM) Communications Devices/Personal Electronic Devices (including cell phones). A student in possession of personal electronic devices including but not limited to: smart devices (e.g. smart phones, smartwatches, tablets, MP3 players, gaming systems), communication devices, cameras, video cameras, digital media players etc., while on school property or while attending a school-sponsored or school-related activities shall observe SBP 3245 regarding their use (RCW 28A.320.135). This includes devices which emit audible signals, vibrate, display a message, or otherwise summon or deliver a communication to the student during the instructional day at any Grandview School. The district does not permit the use of personal electronic devices (including cell phones) during the school hours for students in grades P-12. If a parent or guardian wishes his/her child to have a cell phone, it must remain out of sight and turned OFF. It may be turned on and operated only before and after the regular school day unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device.	Levels A–C and Level D	✓	✓	✓	No	No	
(DBE) Dangerous Behavior. A student is prohibited from any act that could cause injury to themselves or others. This includes bringing toy weapons to school, such as colorful squirt guns or rubber knives and swords. Parent(s)/Guardian(s) and students will be counseled as to the danger and inappropriateness to the student. The discipline narrative will describe the offense for a future potential pattern of behavior. Look-alike toy weapons are dealt with under behavior violation **(Code ZSW)** and **(Code ZWO)**.	Level D	✓	✓	✓	No	No	Consider School-Based Threat Assessment Referral
(DEF) Defacing or Destruction of Property/ Vandalism.** A student shall not deface or otherwise damage the property of the school district, another student, an employee, volunteer, visitor, or contractor of the district while on or in the vicinity of school premises or at a school-sponsored event (RCW 28A.635.060). Besides discipline, district costs are sought.	Level F	✓	✓	✓	Grades 5-12 Only **	Grades 5-12 Only **	

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

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

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DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

DISTRICT DISCIPLINE MATRIX CONT.

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

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DISTRICT DISCIPLINE MATRIX CONT.

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

✓, * and ** See page #24, for the "District Discipline Matrix Key"

[1] School Board Policy (SBP) 3241.20XE "District Discipline Matrix" represents a summary of SBP 3241 "Student Discipline"; includes behavior violations for which a student may be disciplined; and represents the range of potential responses based on conditions, limitations, and interventions.

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

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

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

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

[6] "School-Based Threat Assessment Referral" refers to operational procedures outlined in SPB 3225 "School-Based Threat Assessment".

[7] "HIB referral" refers to operational procedures outlined in OP 3207 "Harassment, Intimidation and Bullying (HIB) of Students Prohibited" in accordance with RCW 28A.600.477 which may coincide with other responses such as a school-based threat assessment referral.

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

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

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

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

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

DISTRICT CONTINUUM OF DISCIPLINE RESPONSES

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

LEVEL G

- ☐ Attempt lower level continuum of responses as appropriate.
- ☐ Reference the School Board Policies 3240 Student Conduct and 3241 Student Discipline.
- ☐ Investigate evidence of behavioral violation.
- ☐ Confer with teacher or other school personnel.
- ☐ Notify and attempt to involve the parent/guardian in the resolution.
- ☐ Invite student to share their perspective and explanation regarding the behavioral violation.
  - ☐ Consider other forms of discipline (i.e. restorative justice, behavior agreement, etc.).
  - ☐ Consider suspension or expulsion as appropriate.
- ☐ Document all school referrals and protocols, other forms of discipline considered, and actions.

LEVEL F

- ☐ Attempt lower level continuum of responses as appropriate.
- ☐ Reference the School Board Policies 3240 Student Conduct and 3241 Student Discipline.
- ☐ Investigate evidence of behavioral violation.
- ☐ Confer with teacher or other school personnel.
- ☐ Notify and attempt to involve the parent/guardian in the resolution.
- ☐ Invite student to share their perspective and explanation regarding the behavioral violation.
  - ☐ Attempt or consider other forms of discipline (i.e. restorative justice, behavior agreement, etc.).
  - ☐ Consider suspension or expulsion as appropriate.
- ☐ Document all school referrals and protocols, other forms of discipline attempted or considered, and actions.

LEVEL E

- ☐ Attempt lower level continuum of responses as appropriate.
- ☐ Reference the School Board Policy 3240 Student Conduct and 3241 Student Discipline.
- ☐ Investigate evidence of behavioral violation.
- ☐ Confer with teacher or other school personnel.
- ☐ Notify and attempt to involve the parent/guardian in the resolution.
- ☐ Invite student to share their perspective and explanation regarding the behavioral violation.
  - ☐ Attempt other forms of discipline (i.e. restorative justice, behavior agreement, etc.).
  - ☐ Consider suspension as appropriate.
- ☐ Document all school referrals and protocols, other forms of discipline attempted, and actions.

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

LEVEL D

- ☐ Teacher or school personnel implements Level C continuum of responses as appropriate.
- ☐ Teacher or school personnel notifies administrator of behavioral violation.
- ☐ Reference the School Board Policy 3240 Student Conduct and 3241 Student Discipline.
- ☐ Administrator or school support staff provide classroom support.
- ☐ Administrator investigates evidence of behavioral violation.
- ☐ Administrator confers with teacher or other school personnel.
- ☐ Administrator notifies and attempts to involve the parent/guardian in the resolution.
- ☐ Administrator invites the student to share their perspective and explanation regarding the behavioral violation.
  - ☐ Attempt other forms of discipline (i.e. restorative justice, etc.).
  - ☐ Consider classroom exclusion or suspension as appropriate.
- ☐ Document all school referrals and protocols, other forms of discipline attempted, and actions.

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

LEVELS A-C

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

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

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

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

LEVEL A
Behavioral violation initially occurs.
Teacher or school personnel:

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

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