

## STUDENT DISCIPLINE

### Introduction

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

### Definitions

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

- **“Behavioral violation”** means a student's behavior that violates the District's discipline policies.
- **“Best practices and strategies”** refers to other forms of discipline the District identified that school personnel should administer to support students in meeting behavioral expectations.
- **“Classroom exclusion”** means the exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements of WAC [392-400-330](#) and [392-400-335](#). Classroom exclusion does not include actions that result in missed instruction for a brief duration when:
  - (a) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
  - (b) the student remains under the supervision of the teacher or other school personnel during such brief duration.
- **“Culturally responsive”** has the same meaning as “cultural competency” in RCW [28A.410.270](#), which states "cultural competency" includes knowledge of student cultural histories and contexts, as well as family norms and values in different cultures; knowledge and skills in accessing community resources and community and parent outreach; and skills in adapting instruction to students' experiences and identifying cultural contexts for individual students.
- **“Discipline”** means any action taken by the Eastmont School District in response to behavioral violations.
- **“Disruption of the educational process”** means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students.
- **“Emergency removal”** means the removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in WAC [392-400-510](#) through [392-400-530](#).
- **“Expulsion”** means a denial of admission to the student's current school placement in response to a behavioral violation, subject to the requirements in WAC [392-400-430](#) through [392-400-480](#).
- **“Length of an academic term”** means the total number of school days in a single trimester or semester, as defined by the Eastmont School Board.

- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW [28A.165.035](#).
- **“Parent”** has the same meaning as in WAC [392-172A-01125](#), and means (a) a biological or adoptive parent of a child; (b) a foster parent; (c) a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student’s welfare; or a surrogate parent who has been appointed in accordance with WAC [392-172A-05130](#). If the biological or adoptive parent is attempting to act as the parent and more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. If a judicial decree or order identifies a specific person or persons to act as the “parent” of a child or to make educational decision on behalf of a child, then that person or persons shall be determined to be the parent for purposes of this policy and procedure.
- **“School Board”** means the governing Eastmont School District Board of Directors.
- **“School business day”** means any calendar day except Saturdays, Sundays, and any federal and school holidays upon which the office of the Superintendent is open to the public for business. A school business day concludes or terminates upon the closure of the Superintendent’s office for the calendar day.
- **“School day”** means any day or partial day that students are in attendance at school for instructional purposes.
- **“Suspension”** means the denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency removal. Suspension may also include denial of admission to or entry upon, real and personal property that is owned, leased, rented, or controlled by the District.
  - **In-school suspension** means a suspension in which a student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
  - **Short-term suspension** means a suspension in which a student is excluded from school for up to ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).
  - **Long-term suspension** means a suspension in which a student is excluded from school for more than ten consecutive school days, subject to the requirements in WAC [392-400-430](#) through [392-400-475](#).

#### Engaging with Families & Language Assistance

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

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

#### Supporting Students with Best Practices and Strategies

The District will implement culturally responsive discipline that provides every student the opportunity to achieve personal and academic success. The administration of other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior available online at: <https://www.k12.wa.us/student-success/support-programs/learning-assistance-program-lap/menus-best-practices-strategies/behavior-menu-best-practices-strategies>.

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

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

Each school within the District will implement best practices and strategies consistent with this policy and procedure and the District's current multi-tiered system of supports (MTSS) and positive behavioral interventions and supports (PBIS) framework.

In accordance with WAC [392-400-110\(1\)\(e\)](#), the District has identified the following continuum of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations:

- behavior support and monitoring practices
- restorative justice practices
- social and emotional skills instruction
- de-escalation
- and trauma-informed approaches
- other best practices and strategies

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. School personnel at each

school will review the identified best practices and strategies as well as building discipline standards as needed.

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

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

#### Behavioral Violations

Having sought the participation of school personnel, students, parents, families, and the community, Eastmont has developed definitions for the following behavioral violations, which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, emergency removal, and expulsion—may be administered.

**Eastmont School District Discipline Matrix<sup>i</sup>**

| Behavioral Violation <sup>ii</sup><br>& Severity Level<br>(Possible State Code) | Range of potential responses based on conditions, limitations, and interventions<br>as determined by the responsible educator and administrator. |                     |     |           |          |           |   |
|---|--|---------------------|-----|-----------|----------|-----------|---|
|   | Best Practices <sup>iii</sup>  | Classroom Exclusion | ISS | OSS Short | OSS Long | Expulsion | Possible School referrals and protocols <sup>iv</sup>                           |
| <b>Type Six</b>   |  |                     |     |           |          |           |   |
| Firearm <sup>v</sup> (08)   | N/A  | N/A                 | N/A | N/A       | N/A      | Mandatory | School-based threat assessment and/or referral to law enforcement               |
| <b>Type Five</b>  |  |                     |     |           |          |           |   |
| Assault – II <sup>vi</sup> (07)   | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment and/or law enforcement                           |
| Sexual assault <sup>vii</sup> (10)  | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Referral to Title IX Coordinator and/or law enforcement                         |
| Illicit drug distribution <sup>viii</sup> (04)                                  | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention or law enforcement referral                             |
| Possession of a weapon <sup>ix</sup> (08)                                       | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment and/or law enforcement                           |
| Robbery <sup>x</sup> (19)   | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Referral to law enforcement   |
| Assault of teacher <sup>xi</sup> (07,10,12,13)                                  | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Classroom reassignment<br>School-based threat assessment and/or law enforcement |
| Safety – II <sup>xii</sup> (06,07,10,12,13,17,18)                               | Level G  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment referral   |
| <b>Type Four</b>  |  |                     |     |           |          |           |   |
| Assault – I <sup>xiii</sup> (06)  | Level F  | ✓                   | ✓   | ✓         | No       | No        | School-based threat assessment referral   |
| Fighting with major injury <sup>xiv</sup> (07)                                  | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment and/or law enforcement                           |

| Behavioral Violation <sup>ii</sup><br>& Severity Level<br>(Possible State Code) | Range of potential responses based on conditions, limitations, and interventions<br>as determined by the responsible educator and administrator. |                     |     |           |          |           | Possible School referrals and protocols <sup>iv</sup>   |
|---|--|---------------------|-----|-----------|----------|-----------|---|
|   | Best Practices <sup>iii</sup>  | Classroom Exclusion | ISS | OSS Short | OSS Long | Expulsion |   |
| Sexual harassment <sup>xv</sup> (06,07,15,16)                                   | Level F  | ✓                   | ✓   | ✓         | No       | No        | Title IX Coordinator referral   |
| Discriminatory harassment <sup>xvi</sup><br>(06,07,15,16)                       | Level F  | ✓                   | ✓   | ✓         | No       | No        | Civil Rights Coordinator <sup>xvii</sup> ,<br>School-based threat assessment and/or law enforcement |
| Malicious harassment <sup>xviii</sup><br>(06,07,15,16)                          | Level F  | ✓                   | ✓   | ✓         | No       | No        | School-based threat assessment and/or law enforcement   |
| Arson <sup>xix</sup> (17)   | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment and/or law enforcement   |
| Marijuana distribution <sup>xx</sup> (11)                                       | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention and/or law enforcement  |
| Alcohol distribution <sup>xxi</sup> (03)  | Level F  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention (ATS) and/or law enforcement  |
| Gang intimidation or activity <sup>xxii</sup><br>(06,07,09,14,16,21)            | Level F  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | School-based threat assessment and/or law enforcement   |
| Safety – I <sup>xxiii</sup> (06,07,15,16,21)                                    | Level F  | ✓                   | ✓   | ✓         | No K-4   | No        | School-based threat assessment referral   |
| <b>Type Three</b>   |  |                     |     |           |          |           |   |
| Bullying <sup>xxiv</sup> (06,07,14,15,16)                                       | Level E  | ✓                   | ✓   | ✓         | No       | No        | HIB Compliance Officer referral <sup>xxv</sup>  |
| Fighting without major injury <sup>xxvi</sup> (06)                              | Level E  | ✓                   | ✓   | ✓         | No       | No        | Law enforcement   |
| Illicit drug possession or use <sup>xxvii</sup> (04)                            | Level E  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention (ATS) and/or law enforcement  |
| Marijuana possession or use <sup>xxviii</sup> (11)                              | Level E  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Prevention/intervention (ATS) and/or law enforcement  |
| Alcohol possession or use <sup>xxix</sup> (03)                                  | Level E  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention (ATS) and/or law enforcement  |

| Behavioral Violation <sup>ii</sup><br>& Severity Level<br>(Possible State Code) | Range of potential responses based on conditions, limitations, and interventions<br>as determined by the responsible educator and administrator. |                     |     |           |          |           |   |
|---|--|---------------------|-----|-----------|----------|-----------|---|
|   | Best Practices <sup>iii</sup>  | Classroom Exclusion | ISS | OSS Short | OSS Long | Expulsion | Possible School referrals and protocols <sup>iv</sup> |
| Tobacco distribution <sup>xxx</sup> (02)  | Level E  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention referral                      |
| Theft <sup>xxxi</sup> (19)  | Level E  | ✓                   | ✓   | ✓         | No       | No        | Law enforcement                                       |
| Other – III <sup>xxxii</sup> (09)   | Level E  | ✓                   | ✓   | ✓         | No       | No        |   |
| <b>Type Two</b>   |  |                     |     |           |          |           |   |
| Destruction of property <sup>xxxiii</sup> (17)                                  | Level D  | ✓                   | ✓   | ✓         | No K-4   | No K-4    | Law enforcement                                       |
| Physical aggression <sup>xxxiv</sup><br>(05,10,14,16)                           | Level D  | ✓                   | ✓   | No        | No       | No        |   |
| Tobacco possession or use <sup>xxxv</sup> (02)                                  | Level D  | ✓                   | ✓   | ✓         | No       | No        | Prevention/intervention referral                      |
| Failure to cooperate <sup>xxxvi</sup> (12)                                      | Level D  | ✓                   | No  | No        | No       | No        |   |
| Sexually inappropriate conduct <sup>xxxvii</sup><br>(18)                        | Level D  | ✓                   | ✓   | ✓         | No       | No        |   |
| Disruptive conduct – II <sup>xxxviii</sup> (13)                                 | Level D  | ✓                   | No  | No        | No       | No        | Law enforcement                                       |
| Other – II <sup>xxxix</sup> (09)  | Level D  | ✓                   | No  | No        | No       | No        |   |
| <b>Type One</b>   |  |                     |     |           |          |           |   |
| Disruptive conduct – I <sup>xl</sup> (13)                                       | Levels A-C   | No                  | No  | No        | No       | No        | Law enforcement                                       |
| Dress code <sup>xli</sup> (09)  | Levels A-C   | No                  | No  | No        | No       | No        |   |

| Behavioral Violation <sup>ii</sup><br>& Severity Level<br>(Possible State Code) | Range of potential responses based on conditions, limitations, and interventions<br>as determined by the responsible educator and administrator. |                     |     |           |          |           |   |
|---|--|---------------------|-----|-----------|----------|-----------|---|
|   | Best Practices <sup>iii</sup>  | Classroom Exclusion | ISS | OSS Short | OSS Long | Expulsion | Possible School referrals and protocols <sup>iv</sup> |
| Physical contact <sup>xliii</sup> (09)  | Levels A–C   | No                  | No  | No        | No       | No        |   |
| Defiance <sup>xliiii</sup> (12,13)  | Levels A–C   | No                  | No  | No        | No       | No        | L<br>aw enforcement                                   |
| Disrespect <sup>xliv</sup> (12,13)  | Levels A–C   | No                  | No  | No        | No       | No        |   |
| Academic dishonesty/plagiarism <sup>xlv</sup><br>(20)                           | Levels A–C   | No                  | No  | No        | No       | No        |   |
| Property misuse <sup>xlvi</sup> (17,09)   | Levels A–C   | No                  | No  | No        | No       | No        |   |
| Inappropriate language <sup>xlvii</sup> (12,13)                                 | Levels A–C   | No                  | No  | No        | No       | No        |   |
| Other –   <sup>xlviii</sup> (09)  | Levels A–C   | No                  | No  | No        | No       | No        |   |



The District will continue to further develop and/or revise the above definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. In addition to these District definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards as stated in the Board Policy. This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

#### Staff Authority and Exclusionary Discipline

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

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

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

The Superintendent authorizes Building administrators, District transportation director, and the District athletic director to administer other forms of discipline that exclude a student from transportation services or extra-curricular activities or impose detention. For students who meet the definition of homeless, the District will provide transportation according to Policy 3115 Students Experiencing Homelessness – Enrollment Rights and Services.

Before assigning detention, the staff member will inform the student and the parent of the specific behavioral violation prompting their decision to administer detention. Students will also be provided an opportunity to share their perspective and explanation regarding the behavioral violation.

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

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

### Classroom Exclusions

After attempting at least one other form of discipline, as set forth in this procedure, teachers have statutory authority to exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with this policy and procedure and building discipline standards. Additionally, the District authorizes building administrators to administer classroom exclusion with the same authority and limits of authority as classroom teachers. As stated in Policy 3241, the Superintendent, school principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

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

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

Following the classroom exclusion of a student, the teacher must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal/designee as soon as reasonably possible.

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

When the teacher or other authorized school personnel administers a classroom exclusion because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process:

- (a) The teacher or other school personnel must immediately notify the principal/designee;  
and

- (b) The principal/designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The District will address student and parent grievances regarding classroom exclusion through the District's following grievance procedures.

Grievance Procedures for Classroom Exclusion and other Forms of Discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discipline, including discipline that excludes a student from transportation or extra-curricular activities and detention, has the right to an informal conference with the teacher and principal for the purpose of resolving the grievance. If the grievance pertains to the action of an employee, the District will notify that employee of the grievance as soon as reasonably possible.

At such conference, the student and parent will have the opportunity to share the student's perspective and explanation regarding the behavioral violation.

Suspension and Expulsion – General Conditions and Limitations

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

If requested, suspended or expelled students may make arrangements for an approved adult, or other student, to pick up a school breakfast or lunch for the excluded student until they are able to return to campus.

The District will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations. Additionally, the Superintendent/designee must consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date. After suspending or expelling a student, the District will make reasonable efforts to

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

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

If during a suspension or expulsion the District enrolls a student in another program or course of study, the District may not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one of the following applies: The Superintendent/designee grants a petition to extend a student's expulsion under WAC [392-400-480](#); The change of setting is to protect victims under WAC [392-400-810](#); or other law precludes the student from returning to their regular educational setting.

#### In-school Suspension and Short-Term Suspension — Conditions and Limitations

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

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

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

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

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

#### Long-Term Suspensions and Expulsions — Conditions and Limitations

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

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

- a. Having a firearm on school property or school transportation in violation of RCW [28A.600.420](#);
- b. Any of the following offenses listed in RCW [13.04.155](#), including:
  - i. any violent offense as defined in RCW [9.94A.030](#), including:
    - o any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
    - o manslaughter;
    - o indecent liberties committed by forcible compulsion;
    - o kidnapping;
    - o arson;
    - o assault in the second degree;
    - o assault of a child in the second degree;
    - o robbery;
    - o drive-by shooting; and
    - o vehicular homicide or vehicular assault caused by driving a vehicle while under the influence of intoxicating liquor or any drug, or by operating a vehicle in a reckless manner.
  - ii. any sex offense as defined in RCW [9.94A.030](#), which includes any felony violation of chapter [9A.44](#) RCW (other than failure to registered as a sex offender in violation of [9A.44.132](#)), including rape, rape of a child, child molestation, sexual misconduct with a minor, indecent liberties, voyeurism, and any felony conviction or adjudication with a sexual motivation finding;
  - iii. any weapons violation of chapter [9.41](#) RCW, including having a dangerous weapon at school in violation of RCW [9.41.280](#); or

- iv. unlawful possession or delivery, or both, of a controlled substance in violation of chapter [69.50](#) RCW.
- c. Two or more violations of the following within a three-year period
  - i. criminal gang intimidation in violation of RCW [9A.46.120](#);
  - ii. gang activity on school grounds in violation of RCW [28A.600.455](#);
  - iii. willfully disobeying school administrative personnel in violation of RCW [28A.635.020](#); and
  - iv. defacing or injuring school property in violation of RCW [28A.635.060](#); and
- d. Any student behavior that adversely affects the health or safety of other students or educational staff.

The District may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under RCW [28A.600.015](#)(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion.

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

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

In accordance with RCW [28A.600.420](#), a school district must expel a student for no less than one year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The Superintendent may modify the expulsion on a case-by-case basis.

A school district may also suspend or expel a student for up to one year if the student acts with malice (as defined under RCW [9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a District authorized military education; a District authorized firearms convention or safety course; or District authorized rifle competition.

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

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

### Suspensions and Expulsions — Initial Hearing

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

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

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

#### Suspensions and Expulsions — Notice

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

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

The written notice must include:

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

#### Emergency Removals — Conditions and Limitations

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

The District must have sufficient cause to believe that the student's presence poses:

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

The District may not impose an emergency removal for investigating student conduct unless there is a threat of harm to student(s), employees, or the community.

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

- The student’s behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day; and
- School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.

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

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

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

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

#### Emergency Removal — Notice

After an emergency removal, the District must attempt to notify the student’s parents, as soon as reasonably possible, regarding the reason the District believes the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.

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

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

#### Optional Conference with Principal

If a student or the parent(s) disagree with the District’s decision to suspend, expel, or emergency expel the student, the student or parent(s) may request an informal conference with



the principal/designee to resolve the disagreement. The parent or student may request an informal conference orally or in writing.

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

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

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

## **APPEALS**

### Requesting Appeal

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

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

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

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

### In-school and Short-Term Suspension — Appeal

For in-school and short-term suspensions, the Superintendent/designee will provide the student and parents the opportunity to share the student's perspective and explanation regarding the behavioral violation orally or in writing. The Superintendent/designee must deliver a written

appeal decision to the student and parent(s) in person, by mail, or by email within two (2) school business days after receiving the appeal.

The written decision must include:

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

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

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

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

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

#### Hearings

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

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

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

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

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

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

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

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

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

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

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

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

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

- The findings of fact;
- A determination whether (i) the student's behavior violated this policy; (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion; and (iii) the suspension or expulsion is affirmed, reversed, or modified;
- The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- Notice of the right of the student and parent(s) to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request; and
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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

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

#### Reconsideration of Appeal

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

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

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

- In reviewing the District's decision, the school board or discipline appeal council, if established, must consider (i) all documentary and physical evidence from the appeal hearing related to the behavioral violation; (ii) any records from the appeal hearing; (iii) relevant state law; and (iv) this policy adopted.

- The school board (or discipline appeal council) may request to meet with the student and parent(s), the principal, witnesses, and/or school personnel to hear further arguments and gather additional information.
- The decision of the school board (or discipline appeal council) will be made only by board or discipline council members who were not involved in (i) the behavioral violation; (ii) the decision to suspend or expel the student; or (iii) the appeal decision. If the discipline appeal council presided over the appeal hearing, the school board will conduct the review and reconsideration.

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

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

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

- Whether the school board [or discipline appeal council] affirms or reverses the District's decision that the student's presence posed (i) an immediate and continuing danger to students or school personnel; or (ii) an immediate and continuing threat of material and substantial disruption of the educational process.
- If the emergency removal has not yet ended or been converted, whether the District will end the emergency removal or convert the emergency removal to a suspension or expulsion. If the District converts the emergency removal to a suspension or expulsion, the District will provide the student and parent(s) notice and due process under WAC [392-400-430](#) through [392-400-480](#) consistent with the disciplinary action to which the emergency removal was converted.

#### Petition to Extend an Expulsion

When risk to public health or safety warrants extending a student's expulsion, the principal/designee may petition the Superintendent/designee for authorization to exceed the academic term limitation on an expulsion. The petition must inform the Superintendent/designee of:

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

- The proposed extended length of the expulsion; and
- The student's reengagement plan.

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

### Notice

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

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

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

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

If the Superintendent/designee grants the petition, the written decision must include:

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

### Review and Reconsideration of Extension of Expulsion

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

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

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

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

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

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

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

#### Educational Services

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

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

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

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

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

As soon as reasonably possible after administering a suspension or expulsion, the District will provide written notice to the student and parents about the educational services the District will provide. The notice will include a description of the educational services and the name and

contact information of the school personnel who can offer support to keep the student current with assignments and course work.

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

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

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

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

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

## **READMISSION**

### Readmission Application Process

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

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



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

## **REENGAGEMENT**

### Reengagement Meeting

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

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

The reengagement meeting must occur:

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

### Reengagement Plan

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

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

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

### Behavior Agreements

The District authorizes building administrators to enter into behavior agreements with students and parents in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on the participation in treatment services, agreements in lieu of

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

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

#### Exceptions for Protecting Victims

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

- A student committing an offense under RCW 28A.600.460(2), when the activity is directed toward the teacher, shall not be assigned to that teacher's classroom for the duration of the student's attendance at that school or any other school where the teacher is assigned;
- A student who commits an offense under RCW 28A.600.460(3), when directed toward another student, may be removed from the classroom of the victim for the duration of the student's attendance at that school or any other school where the victim is enrolled.

#### Management Resources:

*Policy & Legal News*, February 2021

Policy Alert, August 2019

Policy Alert, April 2019

*Policy & Legal News*, August 2018

*Policy & Legal News*, July 2016

*Policy & Legal News*, August 2014

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<sup>i</sup> Note, this matrix represents a summary of student discipline procedures under WSSDA policy 3241P.

<sup>ii</sup> "Behavioral violation" refers to a student's behavior that violates *Example District's* discipline policy. In accordance with WAC [392-400-110\(1\)\(a\)](#), *Example District's* policies and procedures must clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered. Note: The information and definitions for behavioral violations in this matrix that indicate long-term suspension or expulsion may be an option correspond with provisions under RCW [28A.600.015\(6\)](#) as well as grade-level conditions and limitations under WAC [392-400-440\(4\)](#) and WAC [392-400-445\(4\)](#) regarding the types of behavioral violations for which a district may consider administering long-term suspension or expulsion. The information and definitions for behavioral violations in this matrix that

indicate long-term suspension or expulsion is not an option are consistent with provisions under RCW [28A.600.015](#)(6) as well as conditions and limitations under [chapter 392-400 WAC](#) and also include recommendations for when a district's discipline policies and procedures may permit or prohibit the use of classroom exclusion, in-school suspension, or short-term suspension. While the information in this matrix is consistent with federal and state laws, districts must ensure the district's discipline policies and procedures, including clearly defined behavioral violations, are developed with the participation of school personnel, students, parents, families, and the community consistent with WSSDA policy 3241 and WAC [392-400-110](#)(2). State laws establish the *minimum* substantive and procedural due process requirements for student discipline in schools, but districts may adopt policies and procedures setting forth conditions and limitations that provide additional substantive and procedural protections for students.

iii "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 "3241P Attachment B: Example District Continuum of Discipline Responses" for an example of how best practices and strategies may be embedded in discipline procedures across severity levels of behavioral violations at the classroom and administrative levels in a manner that corresponds with this matrix.

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

v "Firearm" refers to behavioral violations that meet the definition of offenses requiring a mandatory one-year expulsion under the [Gun-Free Schools Act](#); WAC [392-400-820](#)(1); RCW [28A.600.420](#)(1).

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

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

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

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

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

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

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

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

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

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

xvi "Discriminatory harassment" refers to behavioral violations constituting conduct or communication that is intended to be harmful, humiliating, or physically threatening, and shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal in violation of district policy.

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- <sup>xvii</sup> "Civil Rights Coordinator referral" refers to the school district personnel designated to be responsible for monitoring and coordinating the district's compliance with state nondiscrimination laws under chapters [28A.640](#) and [28A.642](#) RCW, and [chapter 392-190 WAC](#).
- <sup>xviii</sup> "Malicious harassment" refers to behavioral violations that meet the definition of an offense under RCW [9A.46.020](#)(1).
- <sup>xix</sup> "Arson" refers to behavioral violations that meet the definition of an offense under RCW [9A.48.020](#) or RCW [9A.48.030](#).
- <sup>xx</sup> "Marijuana distribution" refers to behavioral violations that meet the definition of delivery of marijuana-related controlled substances under chapter [69.50](#) RCW.
- <sup>xxi</sup> "Alcohol distribution" refers to behavioral violations involving the transportation, delivery or distribution of alcohol in violation of district policy.
- <sup>xxii</sup> "Gang intimidation or activity" refers to behavioral violations that meet the definition of an offense under RCW [9A.46.120](#) or RCW [28A.600.455](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
- <sup>xxiii</sup> "Safety – I" refers to behavioral violations that meet the definition of "Behavior that adversely impacts the health or safety of other students or educational staff" under RCW [28A.600.015](#)(6)(d) and meets the criteria for administering long-term suspension under subsections (a) and (b)(ii) of WAC [392-400-440](#)(2) but that cannot be categorized under any other *Type Four* behavioral violations.
- <sup>xxiv</sup> "Bullying" refers to behavioral violations constituting intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time, and (3) meets the criteria under RCW [28A.600.477](#)(5)(b)(i)—excluding *Type Four* behavioral violations that constitute sexual harassment, discriminatory harassment, and malicious harassment.
- <sup>xxv</sup> "HIB Compliance Officer referral" refers to the school district personnel designated as the primary contact for harassment, intimidation, and bullying (HIB) policies and procedures in accordance with RCW [29A.600.477](#)—which may coincide with other responses such as a school-based threat assessment referral.
- <sup>xxvi</sup> "Fighting without major injury" refers to behavioral violations involving mutual participation in physical violence where there is no injury that meets the definition of "substantial bodily harm" or "great bodily harm" under RCW [9A.04.110](#)(4).
- <sup>xxvii</sup> "Illicit drug possession or use" refers to behavioral violations that meet the definition of possession of controlled substances, excluding marijuana, under Chapter [69.50](#) RCW.
- <sup>xxviii</sup> "Marijuana possession or use" refers to behavioral violations that meet the definition of possession of marijuana-related controlled substances under chapter [69.50](#) RCW.
- <sup>xxix</sup> "Alcohol possession or use" refers to behavioral violations involving the possession or consumption of alcohol in violation of district policy.
- <sup>xxx</sup> "Tobacco distribution" refers to behavioral violations involving the transportation, distribution, or delivery of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).
- <sup>xxxi</sup> "Theft" refers to behavioral violations involving the taking or knowingly being in possession of stolen district property or property of others without permission in violation of district policy.
- <sup>xxxii</sup> "Other – III" refers to behavioral violations not amounting to a *Type Four* behavioral violation but that cannot be categorized under any other *Type Three* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.
- <sup>xxxiii</sup> "Destruction of property" refers to behavioral violations involving intentional damage of school property or the property of others that meet the definition of violations under RCW [28A.635.060](#). The district may only consider administering long-term suspension or expulsion in response to two or more behavioral violations within a three-year period.
- <sup>xxxiv</sup> "Physical aggression" refers to behavioral violations involving a student engaging in physical contact where a minor injury may occur (e.g. hitting, kicking, slapping, hair pulling, scratching, etc.) in violation of district policy.

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<sup>xxxv</sup> "Tobacco possession or use" refers to behavioral violations involving the possession or consumption of tobacco products in violation of district policy, including violations of the district's policy prohibiting the use of tobacco products on school property adopted in accordance with RCW [28A.210.310](#).

<sup>xxxvi</sup> "Failure to cooperate" refers to behavioral violations involving repeated failure to comply with or follow reasonable and lawful directions or requests by school personnel in violation of district policy.

<sup>xxxvii</sup> "Sexually inappropriate conduct" refers to behavioral violations involving obscene acts or expressions, whether verbal or non-verbal, in violation of district policy.

<sup>xxxviii</sup> "Disruptive conduct – II" refers to behavioral violations involving actions that materially and substantially interfere with the educational process in violation of district policy.

<sup>xxxix</sup> "Other – II" refers to behavioral violations not amounting to a *Type Three* behavioral violation but that cannot be categorized under any other *Type Two* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.

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

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

<sup>xlii</sup> "Physical contact" refers to behavioral violations involving innocuous and non-threatening but inappropriate physical conduct in violation of district policy.

<sup>xliii</sup> "Defiance" refers to behavioral violations involving brief or harmless failure to follow reasonable and lawful directions or requests by school personnel in violation of district policy.

<sup>xliv</sup> "Disrespect" refers to behavioral violations involving minor dismissive or rude acts or expressions, whether verbal or nonverbal, in violation of district policy.

<sup>xlv</sup> "Academic dishonesty/plagiarism" refers to behavioral violations involving knowingly submitting the work of others as one's own or assisting another student in doing so or using unauthorized sources in violation of district policy.

<sup>xlvi</sup> "Property misuse" refers to behavioral violations involving brief or low-intensity misuse of district property or property of others in violation of district policy.

<sup>xlvii</sup> "Inappropriate language" refers to behavioral violations involving non-threatening or unintentional use of inappropriate language in violation of district policy.

<sup>xlviii</sup> "Other – I" refers to behavioral violations not amounting to a *Type Two* behavioral violation but that cannot be categorized under any other *Type One* behavioral violations. Districts should make every attempt to develop precise definitions for common behavioral violations to avoid using the vague, subjective, and arbitrary category of "other" within any severity level.