

## Student Behavior, Corrective Actions and/or Interventions

### Preamble

The Bellevue School District is committed to ensuring a safe and productive learning environment in which all students are provided every opportunity to learn. In order to ensure that each student has equitable access to educational services and that student behavior does not result in a loss in educational services, the District is committed to reducing out-of-school removals and providing access to educational services during such time. The District is also committed to reducing the disproportional impact of out-of-school removals on any identifiable group of students, including those with disabilities. The District will achieve its commitments by the application of positive behavior supports and principles, while recognizing that there will be times when the application of corrective action is necessary.

When applying corrective action and/or intervention, principals use sound professional judgment to determine appropriate corrective action and/or intervention that is consistent with the District mission and goals, in the best interest of students, and anchored in sound theory and practice. Principals will ensure that corrective action and/or intervention is consistent, fair, and balanced; culturally competent and racially relevant; progressive in nature; and considers the developmental level of the student and whether the behavior is related to a disability. The application of corrective action and/or intervention is at the discretion of principals. Exhibit A (Secondary School Discipline Matrix) and Exhibit B (Elementary School Discipline Matrix) provide guidelines because the context of every situation where disciplinary action is appropriate differs.

### Definitions

For purposes of all disciplinary policies 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 action that results 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 a 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.
- **“Removal”** 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 Board of directors.
- **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, removal, 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 Board of directors of the local school District.
- **“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, removals, or emergency removals. 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.

## **Behavioral Violations**

A list of behavioral violations can be found in Procedure 3241P.1. These actions are prohibited on school premises, at school-sponsored events or activities, on school buses or vehicles provided by the District, or if conducted in a manner having a real and substantial relationship to the operation of school or educational programs and shall be cause for discipline and/or intervention. Discipline/intervention for misconduct cannot be cause for short-term suspension. Exhibit A (Secondary School Discipline Matrix) and Exhibit B (Elementary School Discipline Matrix) are guidelines for sanctions and are recommended to ensure consistency and continuity across the District for similar offenses. Discipline should be progressive, in terms of both the level of discipline as well as the number of days. In addition, when considering disciplinary consequences administrators should take into account the developmental level of the student. If extenuating circumstances warrant it, a lesser or greater disciplinary consequence may be used if appropriate. When considering extenuating circumstances for a consequence greater than recommended, administrators will discuss the details with the Director of Pupil Management or their Executive Director of Schools prior to issuing such discipline. Those situations would be deemed to be rare.

## **Alcohol, Drugs, and Other Mood-Altering Substances, to include E-cigarettes:**

### **A. Definitions:**

1. **“Drug”** means any controlled substance, as defined by the Uniform Controlled Substances Act (RCW 69.50), any drug that requires a prescription (so-called “legend drugs”), and any “look alike” drug or substance believed to be or represented as being a drug or controlled substance; and any food item with illegal drugs and/or alcohol contained within.

2. **“Alcohol”** includes any beverage, mixture, or preparation containing alcohol.
3. **“Intoxicant”** means any other chemical substance (including industrial chemicals and over-the-counter medications) when used contrary to directions or warnings to affect the user's perception, behavior, or mood, excluding tobacco and caffeine; and
4. **“Drug paraphernalia”** means all equipment, products, materials of any kind which are used, intended for use, or designated for use in introducing into the human body a drug, alcohol, or intoxicant.

### **B. Discipline**

While considering corrective action and/or intervention for a drug/alcohol offense, administrators will contact the Director of Pupil Management or an Executive Director of Schools before imposing corrective action and/or intervention.

### **C. Paraphernalia without Possession and Possession (first offense):**

1. Notify parent/guardian.
2. Require scheduling of a drug and/or alcohol assessment with drug and alcohol counselor within three school days and follow through with assessment and recommendations.
3. Require signing of Authorization for Release of Records form by relevant parties to confirm whether follow through with assessment and recommendations occurred.
4. Failure to follow through with scheduled assessment and/or recommendations will result in an in-school suspension and/or learning center for up to three school days, with emphasis on identifying and addressing primary issues (outcome for Use, first offense).
5. Notify law enforcement.
6. Consider safety/behavior plan that includes accessing of applicable support services.

### **B. Use (first offense):**

1. Notify parent/guardian.
2. Emergency removal for a minimum of one day provided there is a safety issue to oneself or others and/or incident causes substantial disruption to the school environment. Consider in-school suspension and/or learning center for up to three school days, as applicable, with emphasis on identifying and addressing primary issues.
3. Require scheduling of drug and/or alcohol assessment with a drug and alcohol counselor within three school days and follow through with assessment and recommendations.
4. Require signing of Authorization for Release of Records form by relevant parties to confirm whether follow through with assessment and recommendations occurred.
5. Failure to follow through with scheduled assessment and/or assessment recommendations results in one or more of the corrective actions and/or interventions for second offense.
6. Notify law enforcement.

7. Consider safety/behavior plan, to include accessing of applicable support services.

**C. Intent to Distribute or Distribution (first offense):**

1. Notify parent/guardian.
2. Emergency removal for a minimum of one day provided there is a safety issue to oneself or others and/or causes substantial disruption to the school environment.
3. Require scheduling of a drug and/or alcohol assessment with a drug and alcohol counselor within three school days and follow through with appointment and recommendations.
4. Require signing of Authorization for Release of Records form by relevant parties to confirm whether follow through with assessment and recommendations occurred.
5. Long-term suspension requiring consultation with Supervisor of Pupil Management or an Executive Director of Schools.
6. Notify law enforcement.
7. Require safety/behavior plan, to include accessing of applicable support services.

Any second or greater offense for drug and/or alcohol throughout a student's grade 6-12 enrollment in a District school, would take into consideration the original offense. While considering corrective action and/or intervention for a second or greater drug/alcohol offense, administrators will contact the Director of Pupil Management or an Executive Director of Schools. The following list is a menu of possible corrective actions and/or interventions to be taken. The corrective action and/or intervention taken will depend on the circumstances and the number of previous alcohol, drug, or other mood-altering substances offenses a student has on their discipline record. Multiple actions may be taken for any one offense. Examples follow:

- Parent/guardian conference,
- Required drug/alcohol assessment and follow-through with the recommendations,
- Secure consent of applicable parties on Authorization for Release of Records form,
- Development and implementation of a safety and/or behavior plan,
- Modification and implementation of a safety and/or behavior plan,
- Implementation of one or more restorative practices,
- Referral to Guidance Team Referral to Multi-disciplinary Team,
- Require psychological evaluation,
- Law enforcement as appropriate,
- CPS notification as appropriate,
- In-school suspension and/or Learning Center,
- Emergency Removal,
- Long-term suspension,
- Removal, and/or
- District Determination of Placement

### **Engaging with Families & Language Assistance**

The District will provide for early involvement of parents/guardians in efforts to support students in meeting behavioral expectations (general guidelines for school environments, supported activities and/or those that have a direct causal effect on the school environment). Additionally, school personnel will make every reasonable attempt to involve the student and parent/guardian in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or removal.

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/guardian 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/guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964. This effort may require accommodations for parents/guardians and student with communication disabilities. For parents/guardians 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>. Each District school will take into consideration the skills of school personnel and needs of students when identifying a continuum of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

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. 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:

All school personnel are authorized to implement the best practices and strategies identified above as well as building discipline standards. At least annually, school personnel at each District school

will review the identified best practices and strategies as well as building discipline standards. The District will provide training for newly hired school personnel on implementation of the identified best practices and strategies.

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 other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, or in-school suspension. Before imposing a long-term suspension or removal, the District must first consider other forms of discipline, such as in-school suspension, restorative practices, drug and/or counselor assessment, and/or mental health evaluation.

The District has identified the following as examples of other forms of discipline, corrective action and/or intervention for use:

- Restorative practices
- Social skills instruction
- Behavior monitoring
- Peer mediation
- Safety and/or behavior plan

Staff members are not restricted to the above list and may use any other form of discipline compliant with WAC 392-400-025(9).

Additionally, staff may use after-school detention as another form of discipline for not more than 30 minutes on any given day. Before assigning after-school detention, the staff member will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention. Prior to issuing an after-school detention, the staff member or designee must notify the parent/guardian.

Administering other forms of discipline cannot result in the denial or delay of the student's nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

Students and parents may challenge the administration of other forms of discipline, including the imposition of after-school detention using the grievance process below.

### **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 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. If the District wants other staff members to have exclusionary discipline authority, the procedure must identify by title. The Superintendent designates disciplinary authority to impose in-school suspensions to certificated administrators and to impose long-term suspension, removals, or emergency removals to certificated administrators (with consultation with Director of Pupil Management or Executive Director of Schools).

In consultation with the Executive Director of Schools and the Director of Pupil Management, a threat assessment may be conducted in the event of a student-based threat, or behavioral indicators of potential harm to self, others, or property. The threat assessment shall be administered by a member of the Safety and Security Department in participation with applicable District staff members and others who are knowledgeable of the student, the nature of the threat and/or precipitating event. The results of the threat assessment help guide the District's response to the threat, to include possible intervention services, support(s), and/or discipline to ensure consistency and fairness and a safe learning and school environment.

### **Exclusions from extra-curricular activities and detention**

The Superintendent authorizes certificated administrators to administer other forms of discipline that exclude a student from extracurricular activities or impose detention. For students who meet the definition of homeless, the district will provide transportation according to 3115 –Homeless Students – Enrollment Rights and Services.

Authorized staff may administer lunch or afterschool detention for not more than 30 minutes on any given day. Before assigning detention, the staff member will inform the student of the specific behavioral violation prompting their decision to administer detention and provide the student with an opportunity to share their perspective and explanation regarding the behavioral violation. At least one school personnel will directly supervise students during the duration of any detention.

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.

Students and parents may challenge the administration of other forms of discipline, including exclusions from extra-curricular activities and detentions using Policy 4220 and Procedure 4220P Complaints Concerning Staff and Programs.

### **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 certificated administrators to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

Except for emergency circumstances, 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 considering 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 sending a student home early or telling a parent/guardian to keep a student at home, based on a behavioral violation.

Removing a student from school constitutes a suspension, removal, or emergency removal and must include the notification and due process as stated in the corresponding procedures.

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 any form of discipline, including 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 (or other school personnel as identified) must report the classroom exclusion, including the behavioral violation that led to the classroom exclusion, to the principal or the principal's designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the behavioral violation that led to it, to the Superintendent or designee. Reporting of the behavioral violation that led to the classroom exclusion as "other" is insufficient.

The teacher, principal, or the principal's designee must notify the student's parent/guardian regarding the classroom exclusion as soon as reasonably possible. As noted above, the District must ensure that this notification is in a language and form (i.e., oral or written) the parent/guardian 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 or the principal's designee; and
- (b) The principal or the principal's designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The District will address student and parent/guardian grievances regarding classroom removals and other forms of discipline, such as after-school detention, removal or suspension from athletic activity or participation, removal, or suspension from school-provided transportation through the grievance procedures outlined in Policy 4220, Complaints Concerning Staff or Programs.

## **Student Disciplinary Board**

The board recognizes that when a student's behavior is subject to disciplinary action, review by a panel of the student's peers may positively influence the student's behavior. The board has discretion to authorize the establishment of one or more student disciplinary boards, which may also include teachers, administrators, parents, or any combination thereof. If so authorized, the district will ensure that the student disciplinary board reflects the demographics of the student body. The student disciplinary board may recommend to the appropriate school authority other forms of discipline that might benefit the student's behavior and may also provide input on whether exclusionary discipline is needed. The school authority has discretion to set aside or modify the student disciplinary board's recommendation.

## **Suspension and removal – general conditions and limitations**

The District's use of suspension and removal will have a real and substantial relationship to the lawful maintenance and operation of the school District, including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The District will not expel, suspend, or discipline in any manner for 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 form of discipline in a manner that would prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.

As stated above, the District will provide the parent/guardian opportunity for involvement to support the student and resolve behavioral violations before administering suspension or removal. Additionally, the Superintendent or designee must consider the student's individual circumstances and the nature of the violation before administering any in-school suspension, long-term suspension, removal, and the length of the exclusion, is warranted.

The principal or designee at each school must report all suspensions and removals, including the behavioral violation that led to the suspension or removal, to the Superintendent or designee within twenty-four (24) hours after the administration. Reporting the behavioral violation that led to the suspension or removal as "other" is insufficient.

A removal 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 form of discipline in a manner that prevents a student from completing subject, grade-level, or graduation requirements.

When administering a suspension or removal, 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 removal in accordance with WAC 392-400-610 (see below). The District will not suspend or expel a student from school for absences or tardiness.

If during a suspension or removal 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 removal, unless one of the following applies:

The Superintendent or designee grants a petition to extend a student's removal 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 his or her regular educational setting.

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 or designee may modify the removal 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.

For specific information regarding:

- **in-school suspensions** and appeals for in-school suspensions please go to Procedure 3241P.2
- **long-term suspensions** and appeals for long-term suspensions please go to Procedure 3241P.3
- **removals** and appeals for removals please go to Procedure 3241P.4
- **emergency removals** and appeals for emergency removals please go to Procedure 3241P.5

### **Petition to Extend a Removal**

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

- The behavioral violation that resulted in the removal 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 removal;
- The student’s academic progress during the removal and the educational services available to the student during the removal;
- The proposed extended length of the removal; and
- The student’s reengagement plan.

The principal or designee may petition to extend a removal only after the development of a reengagement plan under WAC 392-400-710 and before the end of the removal. 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 or designee may petition to extend a removal at any time.

### **Notice**

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

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

The Superintendent or 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 or designee must deliver a written decision to the principal, the student, and the student’s parent/guardian in person, by mail, or by email within ten (10) school business days after receiving the petition.

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

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

- The date on which the extended removal will end;
- The reason that, if the student were to return before the initial removal end date, the student would pose a risk to public health or safety; and
- Notice of the right of the student and parent/guardian 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 removal**

The student and/or parent/guardian 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 removal. The student and/or parent/guardian may request the review orally or in writing within ten (10)

school business days from the date the Superintendent or designee provides the written decision. The school Board (or discipline appeal council) may request to meet with the student and/or parent/guardian or the principal to hear further arguments and gather additional information.

The decision of the school Board (or discipline appeal council) may be made by only the school 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/guardian 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 removal; and
- The date when the extended removal will end.

Any extension of a removal 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, parent/guardian, 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, though are not limited to, one-on-one tutoring, online learning, home tutoring, and/or program placement. 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 removal, the District will provide written notice to the student and parent/guardian 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 subject 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 subject 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 parent/guardian 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, parent/guardian, and the student’s teacher(s) about the student’s academic progress.

For students subject to removal 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 the student 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, the student will submit the written application to the Superintendent or designee. 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 student's parent/guardian or others who may have assisted the student.

The Superintendent will advise the student and parent/guardian 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 removal.

Before convening a reengagement meeting, the District will communicate with the student and parent/guardian to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and parent(s)/guardian(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 removal, but no later than five (5) calendar days before the student's return to school; or
- As soon as reasonably possible, if the student and/or parent/guardian request a prompt reengagement meeting.

### **Reengagement plan**

The District will collaborate with the student and parent/guardian 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 removal;
  - 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 parent/guardian, or school personnel in taking action to remedy the circumstances that resulted in the suspension or removal and preventing similar circumstances from recurring.

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

### **Behavior agreements**

The district authorizes *certificated 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 removal, or agreements holding a suspension or removal 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 removal 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.

### **Development and Review**

Based on collection and review of data on disciplinary actions taken District will periodically, at least annually, use that data to review and further develop this policy and procedure, engaging the constituents listed in the Policy 3241.

**Date: 01.20 08.22**