

STUDENT DISCIPLINE**I. General Provisions****A. Definitions**

For purposes of all disciplinary policies and procedures, the following definitions will apply:

1. **“Behavioral violation”** means a student’s behavior that violates the district’s discipline policies.
2. **“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.
3. **“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.
4. **“Discipline”** means any action taken by a school district in response to behavioral violations.
5. **“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.
6. **“Emergency expulsion”** 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
7. **“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
8. **“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.
9. **“Other forms of discipline”** means actions used in response to problem behaviors and behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035.
10. **“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.

11. **"School board"** means the governing board of directors of the local school district.
12. **"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.
13. **"School day"** means any day or partial day that students are in attendance at school for instructional purposes.
14. **"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 expulsions. 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.
 - a. **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.
 - b. **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.
 - c. **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.

B. Engaging with Families and Language Assistance

The district must provide for early involvement of parents in efforts to support students in meeting behavioral expectations. Additionally, the district must make every reasonable attempt to involve the student and parent in the resolution of behavioral violations. Unless an emergency circumstance exists, providing opportunity for this parental engagement is required before administering a suspension or expulsion.

The district must 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. For parents who are unable to read any language, the district will provide written material orally in the appropriate language.

C. Student Protections—Nutritionally Adequate Meals and Academic Requirements

The district will not administer any form of discipline, including other forms of discipline, classroom exclusions or suspensions, 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.

D. Responsibilities of District Staff

District staff members are responsible for supervising students and maintaining the established rules of conduct. This shared responsibility applies during the school day; during school activities (whether on or off campus); on school grounds immediately before or after school hours; before or after school hours when a school group or school activity is using school grounds; and on the school bus.

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. The Superintendent designates disciplinary authority to impose short-term suspension, long-term suspension, emergency expulsion, and expulsion to certificated school administrators and to certificated district administrators with direct supervisory authority over school administrators.

The district will provide staff members with information and training regarding the effect of implicit or unconscious bias in managing student behavior. District staff members will avail themselves of the training and information, and will administer the rules of conduct in a non-discriminatory manner.

Building staff will confer at least annually to review the precise definitions of the rules of conduct, ensure school and classroom-level behavioral expectations are consistent with district policies and procedures, and build consensus on what constitutes manifestation of problem behaviors. The purpose of reviewing definitions and consensus on manifestation of a problem behaviors is to address the subjective differences in perception of behaviors and to reduce the effect of implicit or unconscious bias.

E. Rules of Conduct

All students are required to comply with the district rules of conduct and with the behavioral expectations established by the school. School and classroom-level behavioral expectations will be enforced consistent with established district policies and procedures, and will be administered in a non-discriminatory manner consistent with state and federal law.

Students may be subject to discipline for engaging in any of the behaviors defined as follows:

Category 1: Behaviors Subject to Other Forms of Discipline and Classroom Exclusion	
Behavior	Definition
Defiance/Failure to Cooperate	Student engages in brief or low-intensity failure to follow directions or talks back.

Disruption	Student engages in low-intensity, but inappropriate disruption.
Dress Code Violation	Student wears clothing not within the dress code guidelines defined by the school/district.
Electronics/Technology Misuse	Student engages in non-serious, but inappropriate use of cell phone, pager, music/video players, camera, and/or computer.
Inappropriate Language (Minor)	Student engages in low-intensity instance of inappropriate language.
Physical Contact/Aggression	Student engages in non-serious, but inappropriate physical contact.
Property Misuse	Student engages in low-intensity misuse of property.
Theft (Minor)	Student possesses, distributes, or is responsible for removing someone else's property (easily replaceable and of low monetary value.)
Category 2: Behaviors Subject to Other Forms of Discipline, Classroom Exclusion, or Suspension	
Behavior	Definition
Tobacco	Possession, use, distribution, or sale, of tobacco products, including e-cigarettes or other vapor products, or the violation of Pasco School District policy 4316.
Alcohol	Manufacturing, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol, or the violation of Pasco School District policy 5258. Suspicion of being under the influence of alcohol may be included if it results in a behavioral violation.
Cannabis	Unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, or transportation of cannabis in violation of Pasco School District policy 5258. Suspicion of being under the influence of cannabis may be included if it results in a behavioral violation.
Illicit Drug (not Cannabis)	Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance, or violation of Pasco School District policy 5258. Includes the use, possession, or distribution of any prescription or over-the-counter medication.
Fighting Without Major Injury	Mutual participation in an incident involving physical force or violence, where there is no major injury. (Does not include verbal confrontations, tussles, or other minor confrontations).
Violence Without Major Injury	One-way force or violence upon another person that is without major injury, but at least the following: <ul style="list-style-type: none"> • Assault (RCW 9A.36) • Malicious Harassment (RCW 9A.46) • Kidnapping (RCW 9A.40) • Rape (RCW 9A.44) • Robbery (RCW 9A.56)
Violence With Major Injury	Physical force or violence upon another person that includes a major injury, but at least the following: <ul style="list-style-type: none"> • Severe fighting that results in a major injury • Assault (RCW 9A.36) • Homicide (RCW 9A.32) • Malicious Harassment (RCW 9A.46) • Kidnapping (RCW 9A.40) • Rape (RCW 9A.44) • Robbery (RCW 9A.56) <p>A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.</p>
Failure to Cooperate	Repeated failure to comply with or follow reasonable, lawful directions or requests from teachers, administrators, or staff. This includes, but is not limited to, non-compliance, defiance, and disrespect.

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Destruction of Property/Vandalism	Intentional damage of school property or the property of others.
Disruptive Conduct	Conduct that materially and substantially interferes with the educational process.
Gang Affiliation/Display	Student uses gesture, dress, and/or verbal or written expressions to display affiliation with a gang.
Discriminatory Harassment	Conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal. For behavior that does not meet both criteria (1) and (2), see other behavior codes: Harassment, Intimidation or Bullying, or Threat to Other.
Sexual Harassment	Conduct or communication intended to be sexual in nature, is unwelcome by the targeted person(s) and has the potential to deny or limit another student(s) ability to participate in or benefit from a school's education program. Behavior may be a violation of Pasco School District policy 3208/3208P.
Sexually Inappropriate Conduct	Obscene acts or expressions, whether verbal or non-verbal.
Inappropriate Language	Student directs verbal messages that include swearing, name-calling, or insults, toward another student or adult. Behavior is intensive, repeated, or aggressive.
Inappropriate Location/Skip Class	Student is in an inappropriate location or leaves/skips class without permission.
Academic Dishonesty/Plagiarism	Knowingly submitting the work of others represented as the student's own or assisting another student in doing so, or using unauthorized sources.
Possession of a Weapon	Student possessed or brought a weapon to school in violation of Pasco School District policy 3244 or 4315, but at least the following: <ul style="list-style-type: none"> • Handgun • Shotgun/Rifle • Multiple firearms • Knife/dagger • Other firearm as defined by the Gun Free Schools Act <p>Other weapon, defined in state law or district policy, including anything used as a weapon (examples include: chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments such as modified pens or pencils; nun-cha-ka sticks; brass knuckles; billy clubs; tear gas guns; electrical weapons such as taser or stun guns; BB or pellet guns; and explosives or propellants).</p>
Multiple Minor Accumulated Incidents	Repeated, multiple minor behavioral violations that occurred throughout the same school year and individually would not rise to the severity of meriting suspension or expulsion. Students with multiple minor accumulated incidents have previously received other forms of discipline for similar behavioral violations.
Technology Violation	Student engages in inappropriate use of electronic devices (i.e. cell phone, music/video players, camera, computer, etc.), district computers, district network, or other district technology resources. Behavior may be a violation of Pasco School District policy 2180/2180P; behavior may be a violation of agreement(s) for network access, student devices, or other district programs.
Theft or Possession of Stolen Property	Taking or knowingly being in possession of district property or property of others without permission.
Threat to Other	Spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people.
Arson	Causing a fire or explosion in order to injure another person or to damage or destroy property.
Harassment, Intimidation, or Bullying	Any intentional electronic, written, verbal, or physical act of a student that physically harms another student or damages their property, has the effect of substantially interfering with another student's education, or is so severe, persistent, or pervasive that it creates an intimidating or threatening education environment for other students. <p>RCW 28A.600.477 presents "Harassment, Intimidation, and Bullying" as a broad and inclusive term and it is not meant to place undue emphasis on whether the behavior is "harassment," or "intimidation," or "bullying." For reference:</p> <p>Harassment refers to any malicious act, which causes harm to any student's physical or psychological well-being;</p> <p>Intimidation refers to implied or overt threats of physical violence or psychological harm toward a student;</p> <p>Bullying refers to unwanted aggressive behavior(s) by a student or group of students toward another student and that involves an observed or perceived power imbalance and is repeated</p>

	<p>multiple times or is highly likely to be repeated.</p> <p>If the behavior meets the criteria above but is shown to be motivated by any characteristic related to a protected class (per RCW 28A.640.010 and/or RCW 28A.642.010), then use Code 16 for Discriminatory Harassment. If the behavior is sexual in nature and is unwelcome by the targeted person, then use Code 15 for Sexual Harassment.</p>
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Category 1 behaviors are typically managed in the instructional environment, but may be referred to the administrative level as a Category 2 referral if the behavior is chronic, repeated, or creates a substantial disruption to the educational process.

Category 2 behaviors are typically managed at the administrative level, but may be managed in the instructional environment based on the severity of the behavior. Certain Category 2 behaviors may result in expulsion as allowed by law and described in this procedure.

II. Other Forms of Discipline and Classroom Exclusion

A. Supporting Students with Other Forms of Discipline

Staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, short-term suspension, or in-school suspension, unless a student’s presence poses an immediate and continuing danger to others, or a student’s presence poses an immediate and continuing threat to the educational process. Administrators must consider other forms of discipline before imposing a long-term suspension or expulsion.

Staff members may use other forms of discipline to address any violation of the rules of conduct. These 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 Pasco School District will use Multi-Tiered Systems of Support (MTSS), including the Positive Behavior Interventions and Supports (PBIS) Framework.

Consistent with this framework, examples of student-centered practices for use as other forms of discipline include, but are not limited to: teaching or re-teaching behavioral expectations, oral or written feedback, parent notification or conference, loss of privileges, behavior monitoring, behavior agreement, restorative justice practices, counseling or behavioral health services, community support services, mentoring, peer mediation, social skills instruction, de-escalation strategies, trauma-informed strategies

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 loss of privileges, loss of extra-curricular activities/clubs/sports, and after-school detention/intervention as other forms of discipline. Before assigning after-school detention/intervention, the staff member will inform the student of the specific behavior prompting the detention/intervention 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/intervention.

Students and parents may challenge the administration of other forms of discipline, including the

imposition of after-school detention using the grievance procedures in Section II(C) below.

B. Classroom Exclusions

After attempting at least one other form of discipline, as set forth in Section 3 above, teachers have statutory authority to impose classroom exclusion. Classroom exclusion means the exclusion of a student from the classroom or instructional activity area based on a behavioral violation that disrupts the educational process. Additionally, the district authorizes school administrators to impose classroom exclusion with the same authority and limits of authority as classroom teachers.

Classroom exclusion may be 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 to keep a student at home, based on a behavioral violation. Removing a student from school for any duration constitutes a suspension, expulsion, or emergency expulsion (which must include the notification and due process as stated in the section below).

The school will provide the student an opportunity to make up any assignments and tests missed during a classroom exclusion.

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 parents regarding the classroom exclusion as soon as reasonably possible, in a language the parents understand.

When a classroom exclusion occurs 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, the following will apply:

- 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.

Students and parents may challenge a classroom exclusion through the grievance procedures in Section II(C) below.

C. Grievance Process for Other Forms of Discipline and Classroom Exclusion

Discipline that may be grieved under this section includes other forms of discipline, including after-school detention; classroom exclusion; removal or suspension from athletic activity or participation; and removal or suspension from school-provided transportation.

Step 1: Any parent/guardian or student who wishes to grieve the imposition of other forms of discipline and/or classroom exclusion may request an informal conference with the principal to resolve the grievance. The verbal or written request for an informal conference must be received

by the school within two (2) school business days of the classroom exclusion or discipline. 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 the informal conference, the student and parent will have the opportunity to voice issues and concerns related to the grievance, and the student will have the opportunity to share their perspective and explanation regarding the behavioral violation.

Step 2: If the grievance is not resolved with the principal, the parent and student may present a written and/or oral grievance to the Superintendent or designee. The written or verbal request to the Superintendent/designee must be received by the Superintendent's office within two (2) school business days following the informal conference. The Superintendent or designee will provide the parent and student with a written copy of the response to the grievance within ten (10) school business days. Use of the grievance process will not impede or postpone the disciplinary action, unless the principal or Superintendent elects to postpone the disciplinary action. The decision of the Superintendent or designee is the end of the grievance process.

III. Suspension and Expulsion

A. General Conditions and Limitations

The district's use of suspension and expulsion must 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.

The district will provide the parent(s) opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion, except in limited circumstances addressed in these procedures. Additionally, the Superintendent or designee will consider the student's individual circumstances and the nature of the violation before administering a short-term or in-school suspension.

The principal or designee at each school must report all suspensions and expulsions, including the behavioral violation that led to the suspension or expulsion, to the Superintendent or designee within twenty-four (24) hours after the administration. This requirement applies to classroom exclusions that exceed the balance of the school day, in-school suspensions, short-term suspensions, long-term suspensions, expulsions, and emergency expulsions. Reporting the behavioral violation that led to the suspension or expulsion as "other" is insufficient. A timely, completed submission of required suspension or expulsion information into the school's student behavior data system constitutes reporting for these purposes.

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 form of 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 according to provisions below. The district will not suspend or expel a student from school for absences or tardiness.

If the district enrolls a student in another program or course of study during a suspension or expulsion, 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:

- a. The Superintendent or 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 his or her regular educational setting.
- b. 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.
- c. 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.

B. In-School Suspension and Short-Term Suspension

The Superintendent designates school administrators with the authority to impose in-school and short-term suspension. Before 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 and considered the student's individual circumstances (for other forms of discipline, see Section II(A) above). Classroom exclusions that exceed the balance of the school day will be treated and reported as in-school suspension or short-term suspension.

Unless otherwise required by law, 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.

1. Initial hearing

Before administering any in-school or short-term suspension, the district will attempt to notify the student's parent(s) as soon as reasonably possible regarding the behavioral violation. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must provide the student an

opportunity to contact his or her parent(s) regarding the initial hearing. The district must hold the initial hearing in a language the parent and student understand.

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

- a. Notice of the student's behavioral violation;
- b. An explanation of the evidence regarding the behavioral violation;
- c. An explanation of the discipline that may be administered; and
- d. An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

2. Notice

Following the initial hearing, the principal or designee must inform the student of the disciplinary decision regarding the behavioral violation, including the date when the suspension 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 or designee; and
- f. The right of the student and parent(s) to appeal the in-school or short-term suspension.

3. Requirements and Limitations

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.

When administering an in-school suspension, school personnel must 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 must 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.

C. Long-term Suspensions and Expulsions

1. Behavioral Violations Appropriate for Long-Term Suspension and Expulsion

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 impose long-term suspension or expulsion only for specify misconduct. 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 student behaviors listed in 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:
 - any violent offense as defined in RCW 9.94A.030, including
 - any felony that Washington law defines as a class A felony or an attempt, criminal conspiracy, or solicitation to commit a class A felony;
 - manslaughter;
 - indecent liberties committed by forcible compulsion;
 - kidnapping;
 - arson;
 - assault in the second degree;
 - assault of a child in the second degree;
 - robbery;
 - drive-by shooting; and
 - 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.
- c. 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;
- d. inhaling toxic fumes in violation of chapter 9.47A RCW;
- e. any controlled substance violation of chapter 69.50 RCW;
- f. any liquor violation of RCW 66.44.270;
- g. any weapons violation of chapter 9.41 RCW, including having a dangerous weapon at school in violation of RCW 9.41.280;
- h. any violation of chapter 9A.36 RCW, including assault, malicious harassment, drive-by shooting, reckless endangerment, promoting a suicide attempt, coercion, assault of a child, custodial assault, and failing to summon assistance for an injured victim of a crime in need of assistance;
- i. any violation of chapter 9A.40 RCW, including kidnapping, unlawful imprisonment, custodial interference, luring, and human trafficking;
- j. any violation of chapter 9A.46 RCW, including harassment, stalking, and criminal gang intimidation; and
- k. any violation of chapter 9A.48 RCW, including arson, reckless burning, malicious mischief, and criminal street gang tagging and graffiti.
- l. 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
- m. Any student behavior that adversely affects the health or safety of other students or educational staff.

In addition to being a behavior specified in RCW 28A.600.015, before imposing long-term suspension or expulsion, district personnel must also determine that if the student returned to school before completing a long-term suspension or expulsion the student would pose an imminent danger to students, school personnel, or pose an imminent threat of material and substantial disruption to the educational process. As stated above, the district will work to develop definitions and consensus on what constitutes such an imminent threat to reduce the effect of implicit or unconscious bias.

2. Behavior Agreements

The district authorizes staff 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 behavior changes by the students. The district will provide any behavior agreement in a language and form the student and parents understand.

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.

3. 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. Additionally, the principal or designee must conduct an informal initial hearing with the student to hear the student's perspective. The principal or designee must make a reasonable attempt to contact the student's parents and 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 parent and student understand. At the initial hearing, the principal or designee will provide the student:

- a. Notice of the student's violation of this policy;
- b. An explanation of the evidence regarding the behavioral violation;
- c. An explanation of the discipline that may be administered; and
- d. An opportunity for the student to share his or her perspective and provide explanation regarding the behavioral violation.

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

4. Notice

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. If the parent cannot read any language, the district will provide language assistance. The written notice must include:

- a. A right of the student and parent(s) to appeal the in-school or short-term suspension;
- 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 or designee;
- 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.

Other than for the firearm exception 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.

If a long-term suspension or expulsion may exceed ten (10) days, the district will consider whether the student is currently eligible or might be deemed eligible for special education services. If so, the principal will notify relevant special education staff of the suspension or expulsion so that the district can ensure it follows its special education discipline procedures as well as its general education discipline procedures.

5. Duration of Long-Term Suspension and Expulsion

A long-term suspension and an expulsion may not exceed the length of an academic term. For trimesters, the academic term consists of sixty (60) school days. For semesters, the academic term consists of ninety (90) school days

For long-term suspensions, the district may not administer a long-term suspension beyond the school year in which the behavioral violation occurred.

For expulsions, the district is authorized to administer an expulsion beyond the school year in which the behavioral violation occurred.

D. Petition to Extend an Expulsion

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

- a. The behavioral violation that resulted in the expulsion and the public health or safety concerns;
- b. The student's academic, attendance, and discipline history;
- c. Any nonacademic supports and behavioral services the student was offered or received during the expulsion;
- d. The student's academic progress during the expulsion and the educational services available to the student during the expulsion;
- e. The proposed extended length of the expulsion; and
- f. The student's reengagement plan.

The principal or 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 or designee may petition to extend an expulsion at any time.

1. 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 or designee received the petition. The written notice must include:

- a. A copy of the petition;
- b. The right of the student and parent(s) 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(s); and
- c. The right of the student and parent(s) 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(s) 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 expulsion will end.

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

- a. The date on which the extended expulsion will end;
- b. 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
- c. 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;

2. Review and Reconsideration of Extension of Expulsion

The student or parent(s) may request that the school 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 or designee provides the written decision.

The school board 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 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 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:

- a. Whether the school board or discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- b. 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.

E. Emergency Expulsions

The district may immediately remove a student from the student's current school placement if there is sufficient cause to believe that the student's presence poses:

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

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

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

The district may not impose an emergency expulsion solely for investigating student conduct, unless the conduct meets the requirements defined above.

After an emergency expulsion, 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.

1. Notice

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

- a. 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;
- b. The duration and conditions of the emergency expulsion, including the date on which the emergency expulsion will begin and end;
- c. The opportunity to receive educational services during the emergency expulsion;
- d. The right of the student and parent(s) to an informal conference with the principal or designee; and
- e. The right of the student and parent(s) to appeal the emergency expulsion, including where and to whom the appeal must be requested.

2. Ending or Converting Emergency Expulsion

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

from its start.

If the district converts an emergency expulsion 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 392-400-455 through 392-400-480 appropriate to the new disciplinary action.

F. 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 his or her 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 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.

G. Reengagement Plan

For students subject to suspension or expulsion, 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:

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

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.

IV. Appeal, Reconsideration, and Petition

A. 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

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

The principal or 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 events that led to the behavioral violation. The student and parent will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension or expulsion. Further, the student and parent will have the opportunity to 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 or expulsion, participate in a reengagement meeting, or petition for readmission.

B. Appeals for Suspension and Expulsion

1. In-School Suspension and Short-Term Suspension—Appeals

A student or the parent(s) may appeal an in-school suspension or short-term suspension to the Superintendent or designee orally or in writing. The request to appeal must be received within five (5) school business days from when the district provided the student and parent with written notice of suspension.

The Superintendent or 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 or 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:

- a. The decision to affirm, reverse, or modify the suspension;
- b. The duration and conditions of the suspension, including the beginning and ending dates;
- c. The educational services the district will offer to the student during the suspension; and
- d. 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.

2. Long-term Suspension or Expulsion and Emergency Expulsion—Appeals

A student or the parent(s) may appeal a long-term suspension, expulsion, or emergency expulsion to the Superintendent or designee orally or in writing. For long-term suspension or expulsion, the request to appeal must be received within five (5) school business days from when the district provided the student and parent with written notice. For emergency expulsion, 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, expulsion, or emergency expulsion is pending, the district may continue to administer the discipline during the appeal process, subject to the following requirements:

- a. 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;
- b. 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
- c. 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.

For long-term suspension, expulsion, and emergency expulsions, the Superintendent or 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:

- a. The time, date, and location of the appeal hearing;
- b. The name(s) of the official(s) presiding over the appeal;
- c. The right of the student and parent(s) to inspect the student's education records;
- d. 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;
- e. 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
- f. Whether the district will offer a reengagement meeting before the appeal hearing.

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

3. Hearings

A hearing to appeal a long-term suspension, expulsion, or emergency expulsion 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. A single hearing will not likely result in confusion; and
- b. 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 or designee received the appeal request, unless otherwise agreed to by the student and parent(s).

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

The district may 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:

- a. The district made a reasonable effort to produce the witness; and
- b. 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.

4. Decisions

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:

- a. The findings of fact;
- b. 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;
- c. The duration and conditions of suspension or expulsion, including the beginning and ending dates;
- d. 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
- e. Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

For emergency expulsion, 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:

- a. The findings of fact;
- b. A determination whether the student's presence poses (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;
- c. Whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion 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 expulsion was converted; and
- d. 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.

C. Reconsideration of Appeal

The student or parents may request the school board review and reconsider the district's appeal decision for long-term suspensions or expulsions and emergency expulsions. This request may be either orally or 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 expulsion, 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.

- a. In reviewing the district's decision, the school board 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.
- b. The school board 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.
- c. The decision of the school board 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 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:

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

For emergency expulsion, the school board 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:

- a. Whether the school board affirms or reverses the school 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.
- b. If the emergency expulsion has not yet ended or been converted, whether the district will end the emergency expulsion or convert the emergency expulsion to a suspension or expulsion. If the district converts the emergency expulsion to a suspension or expulsion, the district will provide the student and parent(s) notice and due process under WAC 392-400-455 through 392-400-480 consistent with the disciplinary action to which the emergency expulsion was converted

V. Educational Services

For students who are subject to suspension or expulsion, the district will offer educational services to enable the student 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:

- a. Meaningful input from the student, parents, and the student's teachers;
- b. 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
- c. 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 tutoring, alternative placements, 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 subject to suspension or emergency expulsion up to five (5) days, a school must provide at least the following:

- a. Course work, including any assigned homework, from all of the student's regular subjects or classes;
- b. 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
- c. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion.

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

- a. Course work, including any assigned homework, from all of the student's regular subjects or classes;
- b. An opportunity for the student to make up any assignments and tests missed during the period of suspension or emergency expulsion; and
- c. 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 expulsion and periodically thereafter until the suspension or emergency expulsion ends to:
 - i. 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
 - ii. 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.

VI. Readmission

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:

- a. The reasons the student wants to return and why the request should be considered;
- b. Any evidence that supports the request; and
- c. 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.

The readmission process differs from, and does not replace, the appeal process in Section IV.

VII. Return to Educational Setting

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. 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;

- b. 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.

The district may also administratively transfer a student to a different classroom and/or school if the factual circumstances of the suspension or expulsion reasonably indicate the student's return to the previous educational setting would be detrimental to the safe and orderly operation of the school or classroom, or would not be beneficial to the student.

Effective Date: July 2024