



## STUDENTS

### Student Discipline

#### Introduction

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

All students shall comply with the written rules and regulations established in [Board Policy 3300](#) and this procedure for the orderly operations of the district and the reasonable requests, instructions, and directives of district personnel. Failure to do so may be cause for disciplinary action. This includes students involved in criminal acts on school property, off school property at school-supervised events, or off school property—and which acts pose 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.

#### I. Definitions

For purposes of [Board Policy 3300](#) and this procedure, the following definitions will apply:

- **“Behavioral violation” means a student’s behavior that violates the district’s discipline policies [policy and this procedure](#).**
- **“Best practices and strategies” refer to other forms of discipline the district has identified that school personnel should administer to support students in meeting behavioral expectations ([WAC 392-400-110](#)).**
- **“Classroom exclusion” means the exclusion of a student from a classroom ~~or and~~ instructional or activity area for [a discretionary](#) behavioral violations, [subject to the requirements of \[WAC 392-400-330\]\(#\) and \[WAC 392-400-335\]\(#\)](#). 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.**
- **“Corrective Action” means disciplinary and non-disciplinary actions taken by a certificated educator. Non-disciplinary actions include evidence-based interventions and support outlined in [RCW 28A.410.270](#), [RCW 28A.405.100](#), and [RCW 28A.410.260](#) to support the student in meeting behavioral expectations.**
- **“Culturally responsive” has the same meaning as “cultural competency” in [RCW 28A.410.260](#), 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.**

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- **“Discretionary discipline” means a disciplinary action taken by a school district for student behavior that violates rules of student conduct adopted by the board under [RCW 28A.600.015\(6\)](#). Disciplinary action may include, but is not limited to, oral or written reprimands or written notification to parents of disruptive behavior, a copy of which must be provided to the principal.**
- ~~**“Discipline” means any action taken by a school 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 [WAC 392-400-530](#).
- **“Expulsion”** means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in [WAC 392-400-430](#) through [WAC 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.
- **“Nondiscretionary discipline” means (a) violations of [RCW 28A.600.420](#); (b) an offense listed in [RCW 13.04.155](#); two (2) or more violations of [RCW 9A.46.120](#), [RCW 9A.41.280](#), [RCW 28A.600.455](#), [RCW 28A.635.020](#) or [RCW 28A.635.060](#) within a three-year (3) period; or behavior that adversely impacts the health or safety of other students or educational staff.**
- ~~**“Other forms of discipline” means actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency removal, which may involve the use of best practices and strategies included in the [state behavior menu of best practices and strategies](#) 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 (1) party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless they do 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 decisions on behalf of a child, then that person or persons shall be determined to be the parent for purposes of [Board Policy 3300](#) and this procedure.
- **“School board”** means the governing board of directors of Everett Public Schools.

- **“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.
- **“School personnel”** shall include but not be limited to administrators, teachers, substitute teachers, paraeducators, campus security officers, school resource officers, custodians, nurses, counselors, bus drivers, cooks, secretaries, librarians, lunchroom supervisors, assistant principals or principals.
- **“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 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 (10) consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#).
  - **“Short-term suspension”** means a suspension in which a student is excluded from school for up to ten (10) consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#).
  - **“Long-term suspension”** means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#).

## **H. Engaging with Families and Language Assistance**

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

The district will take all reasonable steps to ensure that it provides all discipline related communications (oral and written) required in connection with [Board Policy 3300](#) and this procedure in a language the student and parents/guardians understand. These discipline-related communications include notices, hearings, conferences, meetings, 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 and students with communication disabilities. For parents/guardians who are unable to read any language, the district will provide written material orally.

**School Meals, Graduation Requirements, and Recess**

**The district will not discipline a student in a manner that would result in the denial or delay of a nutritionally adequate meal.**

**The district will not discipline a student in a manner that would prevent the student from completing subject, grade-level, or graduation requirements.**

**Recess should not be withheld as discipline.**

**III. 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 ([WAC 392-400-010\(2\)](#)). The administration of other forms of discipline may involve the use of best practices and strategies included in the [state behavior menu of best practices and strategies](#) available online. Each district school will take into consideration the skills of school personnel and the needs of students when identifying a [continuum](#) of best practices and strategies school personnel should use to support students in meeting behavioral expectations.

Schools' handbooks, codes of conduct, and building discipline standards must not conflict with [Board Policy 3300](#), this procedure, or other board policies.

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.
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 [Board Policy 3300](#) and this procedure and the district's Multi-Tiered System of Supports (MTSS) framework that integrates three (3) key components to success, 1) academics, 2) behavior, and 3) social-emotional learning, to ensure access to equitable and culturally responsive learning opportunities.

In accordance with [WAC 392-400-110\(1\)\(e\)](#), the district has identified a [continuum](#) of best practices and strategies that school personnel should administer before or instead of exclusionary discipline to support students in meeting behavioral expectations based on OSPI's [Behavior Menu of Best Practices and Strategies](#). The District's [Discipline Matrix](#) provides best practices and strategies that may be administered across severity levels of behavior violations at the classroom level and administrative level. These include but are not limited to, behavior support and monitoring practices, restorative justice practices, social skills instruction, de-escalation, and trauma-informed approaches.

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 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 (1) or more best practices and strategies to support students in meeting behavioral expectations before considering imposing classroom exclusion, short-term suspension, or in-school suspension. Before considering imposing a long-term suspension or expulsion, school personnel must first consider one (1) or more best practices and strategies.

When administering best practices and strategies in response to behavioral violations, school personnel will follow [Board Policy 3300](#) and this procedure, as well as building discipline standards. Principals and certificated staff will develop written school procedures for administering discipline at each school with the participation of other school personnel, students, parents/guardians, families, and the community. Each school will:

1. Establish behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.
4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

## **A. Behavioral Violations**

[WAC 392-400-110](#) requires development and review of definitions for behavioral violations with the participation of school personnel, students, parents, families, and the community.

Having sought the participation of school personnel, students, parents/guardians, families, and the community, the District's [Discipline Matrix](#) defines the types of district has developed definitions for the following behavior violations, which clearly state the types of behaviors for which discipline—including other forms of discipline, classroom exclusion, suspension, and expulsion—may be administered.

## **Behavioral Violation and Severity Level**

**1. Type One: The following behavior violations do not allow for classroom exclusions including in-school suspension, short-term suspension, long-term suspension, or expulsion.**

- **Academic dishonesty/ plagiarism: alteration of records; cheating; forgery**
- **Athletic violation: Student athlete violation of WIAA and district athletic code. See [Policy 2151](#).**
- **Defiance: Noncompliant behavior**
- **Disruptive conduct – I: Disruption using personal electronic device(s); failed to comply with school rules**
- **Inappropriate language and gestures**
- **Other I: failure to drive safely; failure to follow tech rules; inappropriate use of personal electronic device(s); multiple minor accumulated incidents; truant**
- **Physical contact (nonviolent)**
- **Property misuse: wrong use of district technology**

**2. Type Two: The following behavior violations allow for classroom exclusions including in-school suspension and may include short-term suspension and long-term suspension.**

- **Athletic violation: Student athlete violation of WIAA and district athletic code. See [Policy 2151](#).**
- **Destruction of property: vandalism/property damage**
- **Disrespect: abusive or disrespectful language and gestures**
- **Disruptive conduct – II: refusal to depart; willfully disobeying school administrative personnel in violation of [RCW 28A.635.020](#)**
- **Dress code**
- **Failure to cooperate: Defiant/insubordination; failure to report to assigned corrective action; refusal to identify self**
- **Other II: Closed campus/off limits; dangerous behavior; disruptive behavior**
- **Physical aggression (no injury/minor injury)**
- **Sexually inappropriate conduct: Lewd, indecent, or obscene conduct or expression**
- **Tobacco possession or use: Tobacco product or tobacco-like products**

**3. Type Three: The following behavior violations allow for classrooms exclusions including in-school suspension and short-term suspension and may include long-term suspension or expulsion.**

- **Illicit drug possession or use: Of a controlled/purported controlled substance; drug paraphernalia; illegal drugs (non-marijuana); under the influence of drugs**
- **Marijuana possession or use: Of marijuana or marijuana paraphernalia; under the influence of marijuana**
- **Other III: Bomb threat/fire alarm; threat; trespass**
- **Theft**
- **Tobacco distribution: Sale or distribution of tobacco product or tobacco-like products**

**4. Type Four: The following behavior violations allow for classrooms exclusions including in-school suspension, short-term suspension and may include long-term suspension or expulsion.**

- **Alcohol distribution: including sale of alcohol**
- **Arson**
- **Assault I: Assault/battery without major injury**
- **Criminal gang intimidation**
- **Discriminatory harassment: Disability; gender; racial; religious; other**
- **Fighting with major injury**
- **Malicious harassment: Behavioral violations that meet the definition of an offense under [RCW 9A.46.020\(1\)](#).**
- **Marijuana distribution: including sale of marijuana**
- **Safety I: Distribution of over-the-counter medication; gang/hate group behaviors and activities**
- **Sexual harassment**

**5. Type Five: The following behavior violations allow for classrooms exclusions including in-school suspension, short-term suspension, long-term suspension, and expulsion.**

- **Assault II: Assault/battery with major injury; serious bodily injury (as required under federal special education IDEA)**
- **Assault of a teacher: Assault/battery with major injury; assault/battery without major injury; serious bodily injury (as required under federal special education IDEA)**
- **Illicit drug distribution: Sale or distribution of a controlled/purported controlled substance; sale or distribution of illegal drugs (non-marijuana)**
- **Possession of a weapon: Dangerous weapon; explosives; other weapon**
- **Robbery**
- **Safety II**
- **Sexual assault**

**6. Type Six: This behavior violation requires a mandatory expulsion.**

- **Firearm**

The district will continue to further develop and/or revise the definitions for what constitutes behavioral violations to reduce the effect of implicit or unconscious bias. ~~In addition to these district definitions, school principals will confer with certificated building employees at least annually to develop and/or review building discipline standards and uniform enforcement of those standards, and to establish criteria for determining when certificated employees must complete classes to improve classroom management skills ([RCW 28A.400.110](#)).~~ This development of building standards will also address differences in perceptions of subjective behaviors and reduce the effect of implicit or unconscious bias.

~~The district will support each school's building leadership and/or MTSS team to:~~

- ~~Set at least one (1) goal annually for improving equitable student outcomes;~~
- ~~Create an action plan or plans;~~



- ~~Evaluate previous goals and action plans; and~~
- ~~Revise goals and action plans based on evaluations.~~

~~Schools will share identified goals and action plans with all staff, students, parents, families, and the community.~~

## **B. 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 district provided transportation. Staff have the responsibility to provide a safe and supportive learning environment for all students during school-related activities. In accordance with [Board Policy 3300](#), 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/guardians 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 in-school suspension, short-term suspensions, long-term suspensions, expulsions, and emergency removals to principals and assistant principals.

## **C. Exclusions from District-Provided Transportation or Extra-Curricular Activities and After-School Detention**

The superintendent authorizes principals and assistant principals to ~~administer other forms of discipline that~~ exclude a student from district-provided transportation services ([WAC 392-400-110\(1\)\(h\)](#)) or extracurricular activities or impose ~~after-school~~ detention. For students who meet the definition of homeless, the district will provide transportation according to [Board Policy 3115](#), Enrollment Rights and Services for Homeless Students.

School administrators will work with families of a student excluded from district provided transportation services to ensure the student can still participate in regular educational services or educational services provided during suspension or expulsion.

Staff may use after-school detention ~~as another form of discipline. After-school detention will for~~ not be more than sixty (60) minutes on any given day. Before assigning after-school detention, the staff member will inform the student and parent/guardian 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 (1) professional staff member will directly supervise students during the duration of any after-school detention.

~~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 requirement.~~



Students and parents/guardians may challenge the administration of other forms of discipline, including exclusions from district-provided transportation or extra-curricular activities and after-school detention using the district's Grievance Procedures for Classroom Exclusion and Other Forms of Discipline.

## D. Classroom Exclusions

A teacher may exclude a student from the teacher's individual classroom and instructional area while the student is under the teacher's immediate supervision. Except for in emergency circumstances, the a teacher or other school personnel must first attempt one (1) or more other alternative forms of discipline corrective action to support the student in meeting behavioral expectations before excluding a student considering using classroom exclusion.

**Classroom** A classroom exclusion may be administered for all or any portion of the balance of the school day, or up to the following two (2) days, or until the principal or designee and teacher have conferred, whichever occurs first.

**Classroom** A 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. include actions that result in missed instruction when the following apply:

1. A teacher or other school personnel uses evidence-based classroom management practices outlined in [RCW 28A.405.100](#), [RCW 28A.410.260](#), and [RCW 28A.410.270](#) to support the student in meeting behavioral expectations; and
2. The student remains under the supervision of the teacher or other school personnel.

In non-emergency circumstances, after attempting at least one (1) other form of discipline as set forth in this procedure, teachers have statutory authority to exclude a student from their classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision in accordance with [Board Policy 3300](#) and this procedure and building discipline standards. As stated in [Board Policy 3300](#), the superintendent or designee, principals, assistant principals, and certificated staff will work together to develop definitions and consensus on what constitutes behavioral violations that disrupt the educational process to reduce the effect of implicit or unconscious bias.

Removing a student from school constitutes a suspension, expulsion, or emergency removal and must include the required notification and due process as outlined in this procedure.

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

Following the classroom exclusion of a student, the teacher (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 designee as soon as reasonably possible. The principal or designee must report all classroom exclusions, including the specific behavioral violation that led to it to the superintendent or designee. Classroom exclusion under the behavioral violation category of “other” is insufficient.

The teacher, principal or designee must notify the student’s parents/guardians regarding the classroom exclusion as soon as reasonably possible. As noted above, the district will take all reasonable steps to ensure that this notification is in a language and form (i.e. oral or written) the parents/guardians 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 designee; and

B. The principal or designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

The district will address student and parent grievances regarding classroom exclusion through the district’s grievance procedures below.

#### E. Informal Grievance Procedures for Classroom Exclusion and Other Forms of Discipline

Any parent/guardian or student who is aggrieved by the administration of classroom exclusion and/or other forms of discretionary or nondiscretionary discipline, including discipline that excludes a student from district-provided transportation or extra-curricular activities and detention, has the right to an informal conference with the principal or designee for resolving to resolve the grievance. If the grievance pertains to the action of an employee, the district will notify that employee of the grievance in accordance with the applicable collective bargaining agreement. At such the informal conference, the student and parent/guardian will have be given the opportunity to share their perspective and explanation regarding the behavioral vilation. voice issues and concerns related to the grievance and ask questions of staff members involved in the grievance matter. Staff members will have opportunity to respond to the issues and questions related to the grievance matter. Additionally, the principal or designee will have opportunity to address issues and questions raised and to ask questions of the parent/guardian, student, and staff members.

Students who are suspended, expelled, or emergency removed may appeal those actions as described in this procedure.

If after exhausting this remedy the grievance is not yet resolved, the parent/guardian and student will have the right, upon two (2) school days’ prior notice, to present a written and/or oral grievance to the superintendent or designee. The superintendent or designee will provide the parent/guardian and student with a written copy of its response to the grievance within ten (10) school days. Use of the grievance process will not impede or postpone the disciplinary action unless the principal or superintendent or designee elects to postpone the disciplinary action.

## **IV. Suspension and Expulsion—General Conditions and Limitations**

The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning. The district will not administer discipline, including suspension and expulsion, in any manner related to a student's performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of preserving the educational process. **The district will not administer any discipline, including suspension and expulsion, in a manner that would 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 requirement.**

The district will provide the parents/guardians an opportunity for involvement to support the student and resolve behavioral violations before administering suspension or expulsion. Additionally, the principal or assistant principal will consider the student's individual circumstances and the nature of the violation before administering any suspension or expulsion to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

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

An expulsion or suspension of a student may not be for an indefinite period and must have an end date.

After suspending or expelling a student, the district will make reasonable efforts to return the student to the student's regular educational setting as soon as possible. Additionally, the district will allow the student to apply for readmission at any time. **The district will not administer any discipline in a manner that prevents a student from completing subject, grade-level or graduation requirements.**

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

If during a suspension or expulsion the district enrolls a student in another program or course of study, the district will not preclude the student from returning to the student's regular educational setting following the end of the suspension or expulsion, unless one (1) of the following applies:

- 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 the student's regular educational setting.

## **A. In-school Suspension and Short-Term Suspension—Conditions and Limitations**

The superintendent designates the school principal and assistant principal with the authority to administer in-school and short-term suspensions. ~~Before considering administering an in-school or short-term suspension, staff members must have first attempted one (1) or more other forms of discipline to support the student in meeting behavioral expectations.~~ Before administering in-school or short-term suspension, the district will consider the student's individual circumstances and the nature and circumstances of the behavioral violation to determine whether the suspension and the length of the suspension, is warranted. ~~The district will not administer in-school or short-term suspension in a manner that would result in the denial or delay of a nutritionally adequate meal to a student or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.~~

The district is not required to impose in-school or short-term suspensions and instead, strives to keep students in school, learning in a safe and appropriate environment. However, there are circumstances when the district may determine that in-school or short-term suspension is appropriate. As stated in [Policy 3300](#) and this procedure, the district will work to develop definitions and consensus on what constitutes behavioral violations to reduce the effect of implicit or unconscious bias.

For students in kindergarten through fourth grade, the district will not administer an 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 an 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 an in-school or short-term suspension for students in any grade beyond the school year in which the behavioral violation occurred. Additionally, the district will not administer a short-term or in-school suspension beyond the school year in which the behavioral violation occurred.

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

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

## **B. Long-Term Suspensions and Expulsions—Conditions and Limitations**

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

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

1. Having a firearm on school property or school transportation in violation of [RCW 28A.600.420](#);
2. 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.
  - Any sex offense as defined in [RCW 9.94A.030](#), which includes any felony violation of [Chapter 9A.44 RCW](#) (other than failure to register as a sex offender in violation of [RCW 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;
  - Any weapons violation of [Chapter 9.41 RCW](#), including having a dangerous weapon at school in violation of [RCW 9.41.280](#);
  - Unlawful possession or delivery, or both, of a controlled substance in violation of [Chapter 69.50 RCW](#).
3. Two (2) or more violations of the following within a three (3)-year period:
  - criminal gang intimidation in violation of [RCW 9A.46.120](#);
  - gang activity on school grounds in violation of [RCW 28A.600.455](#);
  - willfully disobeying school administrative personnel in violation of [RCW 28A.635.020](#); and
  - defacing or injuring school property in violation of [RCW 28A.635.060](#); and

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4. Any student behavior that adversely affects the health or safety of other students or educational staff.

The district may only administer long-term suspension or expulsion for behavioral violations that meet the definitions provided under [RCW 28A.600.015](#)(6)(a) through (d) as outlined above, and after determining that the student would pose an imminent danger to others or, in the case of long-term suspension, an imminent threat of material and substantial disruption of the educational process should they return to school before an imposed length of exclusion. Consistent with [Board Policy 3300](#) and this procedure, the district will work to develop definitions and consensus on what constitutes an imminent danger or imminent threat to reduce the effect of implicit or unconscious bias.

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

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

In accordance with [RCW 28A.600.420](#), a school district must expel a student for no less than one (1) year if the district has determined that the student has carried or possessed a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. The superintendent may modify the expulsion on a case-by-case basis.

The district may also suspend or expel a student for up to one (1) year if the student acts with malice (as defined under [RCW 9A.04.110](#)) and displays an instrument that appears to be a firearm on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools. These provisions do not apply to students while engaged in a district authorized military education; a district authorized firearms convention or safety course; or district authorized rifle competition.

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

**If ~~When~~ a student is long-term suspension suspended or expulsion expelled, 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 [Board Policy 2210](#) and [Procedure 2210P](#), Special Education and Related Services for Eligible Students, as well as [Board Policy 3300](#) and this procedure.

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.

## **C. Suspensions and Expulsions—Initial Hearing**

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

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

- Notice of the student's violation of [Board Policy 3300](#) **and this procedure**;
- An explanation of the evidence regarding the behavioral violation;
- An explanation of the discipline that may be administered; and
- An opportunity for the student to share their perspective and provide explanation regarding the behavioral violation.

## **D. Suspensions and Expulsions—Notice**

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

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

- A description of the student's behavior and how the behavior violated per [Board Policy 3300](#) **and this procedure**.
- The duration and conditions of the suspension or expulsion, including the dates on which the suspension or expulsion will begin and end.
- 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.
- The opportunity to receive educational services during the suspension or expulsion.
- The right of the student and parent(s) to an informal conference with the principal or designee.
- The right of the student and parent(s) to appeal the suspension or expulsion.
- For any long-term suspension or expulsion, the opportunity for the student and parents to participate in a reengagement meeting.



## **E. Emergency Removals—Conditions and Limitations**

The district may immediately remove a student from the student's current school placement, subject to the following requirements. The district must have sufficient cause to believe that the student's presence poses:

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

The district may not impose an emergency removal solely for investigating student conduct.

For purposes of determining sufficient cause for an emergency removal, the phrase "immediate and continuing threat of material and substantial disruption of the educational process" means: the student's behavior results in an extreme disruption of the educational process that creates a substantial barrier to learning for other students across the school day. ~~and~~

- ~~School personnel have exhausted reasonable attempts at administering other forms of discipline to support the student in meeting behavioral expectations.~~

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

If the district converts an emergency removal to a suspension or expulsion, the district must (a) apply any days that the student was emergency removed before the conversion to the total length of the suspension or expulsion; and (b) provide the student and parents with notice and due process rights under [WAC 392-400-430](#) through [WAC 392-400-480](#) appropriate to the new disciplinary action.

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

## **F. Emergency Removals—Notice**

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

Within twenty-four (24) hours after an emergency removal, the district will provide written notice to the student and parents/guardians in person, by mail, or by email in a language that the parent/guardian and student can understand. The written notice must include:

- The reason the student's presence poses an immediate and continuing danger to students or school personnel or poses an immediate and continuing threat of material and substantial disruption of the educational process.
- The duration and conditions of the emergency removal, including the date on which the emergency removal will begin and end.

- The opportunity to receive educational services during the emergency removal.
- The right of the student and parents/guardians to an informal conference with the principal or designee, and
- The right of the student and parents/guardians to appeal the emergency removal, including where and to whom the appeal must be requested.

## **G. Optional Informal Conference with the Principal**

If a student or the parents/guardians disagree with the school's decision to suspend, expel, or emergency remove the student, the student or parents/guardians may request an informal conference with the principal or designee to resolve the disagreement. The parent/guardian 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 parents/guardians.

During the informal conference, the student and parents/guardians will have the opportunity to share the student's perspective and explanation regarding the behavioral violation and the events that led to the exclusion. The student and parent/guardian 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 and discuss other forms of discipline that the district could administer.

An informal conference will not limit the right of the student or parents/guardians to appeal the suspension, expulsion, or emergency removal, participate in a reengagement meeting, or apply for readmission.

## **H. Educational Services**

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

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

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

- ~~• Meaningful input from the student, parents/guardians, 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.~~
- ~~• Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.~~

After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include alternative schools, one-on-one tutoring (when available), 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/guardians 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.
- 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.
- 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/guardians 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 teachers at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
  - Communicate with the student, parents/guardians, and the student's teachers 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](#).

## **V. Appeals**

### **A. Requesting an Appeal**

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

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

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

- The suspension or expulsion is for no more than ten (10) consecutive school days from the initial hearing or until the appeal is decided, whichever is earlier.
- The district will apply any days of suspension or expulsion occurring before the appeal is decided to the term of the student's suspension or expulsion and may not extend the term of the student's suspension or expulsion.
- 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.

### **B. In-school and Short-term Suspension Appeal**

For in-school and short-term suspensions, the superintendent or designee will provide the student and parents/guardians 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 parents/guardians in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision will include:

- The decision to affirm, reverse, or modify the suspension.
- The duration and conditions of the suspension, including the beginning and ending dates.
- The educational services the district will offer to the student during the suspension.
- Notice of the student and parents'/guardians' right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

## **C.** Long-term Suspension or Expulsion and Emergency Removal Appeal

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

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

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

## **D.** Hearings

A hearing to appeal a long-term suspension or expulsion or emergency removal is a quasi-judicial process exempt from the Open Public Meetings Act (OPMA). To protect the privacy of students and others involved, the district will hold a hearing without public notice and without public access unless the student and/or the parents/guardians 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 **the** confidentiality of student education records.

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

- A single hearing will not likely result in confusion; and
- No student will have their 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/guardian 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 parents/guardians.

For emergency removal, 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 parents/guardians agree to another time.

A hearing officer will be designated to hear and decide long-term suspension or expulsion, or emergency removal appeals. The presiding official 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 parents/guardians 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 parents/guardians intend to introduce at the appeal hearing. The student and parents/guardians 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 parents/guardians 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 may excuse the witness' nonappearance if the district establishes that:

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

The district will record the appeal hearing by manual, electronic, or other type of recording device and upon request of the student or parents/guardians provide them a copy of the recording.

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

- The findings of fact.
- A determination whether (i) the student's behavior violated [Board Policy 3300](#) **and this procedure**, (ii) the behavioral violation reasonably warrants the suspension or expulsion and the length of the suspension or expulsion, and (iii) the long-term suspension or expulsion is affirmed, reversed, or modified.
- The duration and conditions of long-term suspension or expulsion, including the beginning and ending dates.

- Notice of the right of the student and parents/guardians to request a review and reconsideration of the appeal decision. The notice will include where and to whom to make such a request.
- Notice of the opportunity for a reengagement meeting and contact information for the person who will schedule it.

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

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

## **E. Reconsideration of Appeal**

The student or parents/guardians may request the discipline appeal council review and reconsider the district's appeal decision for suspensions, expulsions, and emergency removals. This request may be either oral or in writing.

For long-term suspension, short-term suspension, or expulsion, the student or parents/guardians may request a review within ten (10) school business days from when the district provided the student and parents/guardians with the written appeal decision.

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

In reviewing the district's decision, the discipline appeal council 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) [Board Policy 3300](#).

The discipline appeal council may request to meet with the student and parents/guardians, the principal or designee, witnesses, and/or school personnel to hear further arguments and gather additional information.



The decision of the discipline appeal council will be made only by discipline appeal 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 board will conduct the review and reconsideration.

For long-term suspension, short-term suspension, or expulsion, the discipline appeal council will provide a written decision to the student and parents/guardians 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 discipline appeal council affirms, reverses, or modifies the suspension or expulsion.
- The duration and conditions of the suspension or expulsion, including the beginning and ending dates of the suspension or expulsion.
- For long-term suspensions or expulsions, notice of the opportunity to participate in a reengagement meeting.

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

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

## **F. 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:

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

- The proposed extended length of the expulsion.
- 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.

## **G. Notice of Petition to Extend an Expulsion**

The district will provide written notice of a petition to the student and parents/guardians 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 parents/guardians 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 parents/guardians.
- The right of the student and parents/guardians 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 or designee, the student, and the student's parents/guardians 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:

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

## **H. Review and Reconsideration of Extension of Expulsion**

The student or parents/guardians may request that the discipline appeal council review and reconsider the decision to extend the student's expulsion. The student or parents/guardians 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 discipline appeal council may request to meet with the student or parents/guardians or the principal to hear further arguments and gather additional information.

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

The discipline appeal council will provide a written decision to the student and parents/guardians 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 discipline appeal council affirms, reverses, or modifies the decision to extend the student's expulsion; and
- The date when the extended expulsion will end.

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

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

## **Educational Services**

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

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

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

- **Meaningful input from the student, parents/guardians, 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.**
- **Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.**

**After considering the factors and input described above, the district will determine a student's educational services on a case-by-case basis. The types of educational services the district will consider include alternative schools, one-on-one tutoring (when available), 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/guardians 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.
- 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.
- 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/guardians 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 teachers at a frequency that would allow the student to keep current with assignments and course work for all of the student's regular subjects or classes; and
  - Communicate with the student, parents/guardians, and the student's teachers 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**

### **A. 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 to the district, the student will submit a written application to the superintendent's designee, who will recommend admission or non-admission to the superintendent. The application will include:

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

The superintendent will, in writing, advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application.

## **VII. Reengagement**

### **A. 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 parents/guardians to schedule the meeting time and location. The purpose of the reengagement meeting is to discuss with the student and the student's parents/guardians 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/guardians request a prompt reengagement meeting.

### **B. Reengagement Plan**

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

- The nature and circumstances of the incident that led to the student's suspension or expulsion.
- As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent/guardian 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.
- Supporting the student, parents/guardians, 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/guardians. The district must take reasonable steps to ensure that both the reengagement meeting and the reengagement plan are in a language the student and parents/guardians understand.

## **C. Behavior Agreements**

The district authorizes principals and assistant principals to enter into behavior agreements with students and parents/guardians 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 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.

## **D. Exceptions for Protecting Victims**

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

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

## **VIII. Student Discipline Data**

The district will use disaggregated data collected under [RCW 28A.300.042](#) to monitor the impact of student discipline practices, as well as to improve fairness and equity in the administration of student discipline. Discipline data must be disaggregated by:

1. School;

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2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with [RCW 28A.300.042](#)(1) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless;
3. Behavioral violation; and
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The district will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The district will consider student program status and demographic information (i.e. gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in [Chapter 28A.640 RCW](#) and [Chapter 28A.642 RCW](#); however, the district will ensure it reviews disaggregated discipline data in accordance with [WAC 392-190-048](#) at least annually.

Cross reference: [Board Policy 3300](#) Student Discipline  
[District Discipline Matrix](#)

Adopted: June 2019

Updated: July 2019

Revised: October 2019

Updated: January 2020

Revised: July 2021

Revised: July 2023

Updated: August 2024

**PROPOSED: November 2024**





# IN REVISION

## NOTICE OF IN-SCHOOL SUSPENSION

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Incident # \_\_\_\_\_

Incident date \_\_\_\_\_

Date: \_\_\_\_\_

Special Education Student: ☐ YES ☐ NO

Section 504 Eligible Student: ☐ YES ☐ NO

Dear parent/guardian:

Your student, \_\_\_\_\_ student #: \_\_\_\_\_ grade: \_\_\_\_\_ will be placed on in-school suspension for \_\_\_\_\_ days for the following reason(s):

\_\_\_\_\_  
\_\_\_\_\_

Such misconduct violates: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Prior to imposing this in-school suspension, the following other forms of discipline were attempted:**

\_\_\_\_\_  
We have determined that, despite the other attempts at discipline, an in-school suspension is necessary because: \_\_\_\_\_

\_\_\_\_\_  
You were notified of this potential discipline on \_\_\_\_\_. In addition, your student was provided an initial hearing to hear their perspective on the alleged violation. Your student was provided the opportunity to contact you regarding an initial hearing about this matter. Your student chose ☐ to / ☐ not to provide you with notice of that hearing. Student's initials: \_\_\_\_\_

The in-school suspension will begin on \_\_\_\_\_ and will include the following dates: \_\_\_\_\_

\_\_\_\_\_  
The student will return to the regular classroom on \_\_\_\_\_. During the duration of the in-school suspension, your student will receive educational services as follows:

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
You have the right to an informal conference with the principal or designee regarding this in-school suspension. If you wish to schedule such a conference, please contact \_\_\_\_\_

at 425-385-####.

**You also have the right to appeal this decision by following the appeal process instructions provided in this notice.**

School administrator: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Parent/guardian: \_\_\_\_\_ Date contacted: \_\_\_\_\_

Student signature: \_\_\_\_\_ Phone number: \_\_\_\_\_

Adopted: July 2019  
Updated: July 2024

**Copies:** Original to parent/guardian;  
Copy kept at the school; and  
Copy sent electronically to deputy superintendent's office



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## IN-SCHOOL SUSPENSION APPEAL PROCESS

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**Definition:** “In-school suspension” means a suspension in which the student is excluded from the student’s regular educational setting but remains in the student’s current school placement for up to ten (10) consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#).

### Optional Informal Conference with the Principal

If a student or the parents/guardians disagree with the school’s decision to administer an in-school suspension, the student or parents/guardians may request an informal conference with the principal or designee to resolve the disagreement. The parent/guardian 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 parents/guardians.

During the informal conference, the student and parents/guardians 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/guardian will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension. Further, the student and parent/guardian 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 parents/guardians to appeal the in-school suspension.

### Appeal Process

The student or the parents/guardians may appeal an in-school suspension to the superintendent or designee orally or in writing. The request to appeal must be within five (5) school business days from when you were provided with written notice of the in-school suspension.

The superintendent or designee will provide the student and parents/guardians 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 parents/guardians in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision will include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parents’/guardians’ right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

### Review and Reconsideration

The student or parents may request that the discipline appeal council review and reconsider the district’s appeal decision. The student or parents may request the review orally or in writing.

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

Adopted: July 2019



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## NOTICE OF SHORT-TERM SUSPENSION

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Incident # \_\_\_\_\_

Incident date: \_\_\_\_\_

Date: \_\_\_\_\_

Special Education Student: ☐ YES ☐ NO

Section 504 Eligible Student: ☐ YES ☐ NO

Dear parent/guardian:

Your student, \_\_\_\_\_ student #: \_\_\_\_\_ grade: \_\_\_\_\_ has been  
suspended from school for \_\_\_\_\_ days for the following reason(s):  
\_\_\_\_\_  
\_\_\_\_\_

Such misconduct violates: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Prior to imposing this short-term suspension, the following other forms of discipline were  
attempted:** \_\_\_\_\_  
\_\_\_\_\_

We have determined that, despite the other attempts at discipline, a short-term suspension is necessary  
because: \_\_\_\_\_  
\_\_\_\_\_

You were notified of this potential discipline on \_\_\_\_\_.

In addition, your student was provided an initial hearing to hear their perspective on the alleged violation.  
Your student was provided the opportunity to contact you regarding an initial hearing about this matter.  
Your student chose ☐ to / ☐ not to provide you with notice of that hearing. Student's initials: \_\_\_\_\_

The short-term suspension will begin on \_\_\_\_\_ and will include the following dates:  
\_\_\_\_\_  
\_\_\_\_\_

The student will return to the regular classroom on \_\_\_\_\_. During the duration of the short-term  
suspension, your student will receive educational services as follows: \_\_\_\_\_  
\_\_\_\_\_

Please be advised that during the suspension, your student should not be on any district property or at any  
district sponsored activity, or your student will be considered a trespasser. The school will contact the  
police and seek assistance in filing criminal trespass charges under [RCW 9A.52.070-080](#).

You have the right to an informal conference with the principal or designee regarding this short-term  
suspension. If you wish to schedule such a conference, please contact \_\_\_\_\_  
at 425-385-####.

**You also have the right to appeal this decision by following the appeal process instructions provided  
in this notice.**

School administrator: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Parent/guardian: \_\_\_\_\_ Date contacted: \_\_\_\_\_

Student signature: \_\_\_\_\_ Phone number: \_\_\_\_\_

Adopted: July 2019

Updated: July 2024

**Copies:** Original to parent/guardian;  
Copy kept at the school; and  
Copy sent electronically to deputy superintendent's office



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## SHORT-TERM SUSPENSION APPEAL PROCESS

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**Definition:** “Short-term suspension” means a suspension in which a student is excluded from school for up to ten (10) consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#).

### Optional Informal Conference with the Principal

If a student or the parents/guardians disagree with the school’s decision to administer a short-term suspension, the student or parents/guardians may request an informal conference with the principal or designee to resolve the disagreement. The parent/guardian 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 parents/guardians.

During the informal conference, the student and parents/guardians 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/guardian will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension. Further, the student and parent/guardian 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 parents/guardians to appeal the short-term suspension.

### Appeal Process

The student or the parents/guardians may appeal a short-term suspension to the superintendent or designee orally or in writing. The request to appeal must be within five (5) school business days from when you were provided with written notice of the short-term suspension.

The superintendent or designee will provide the student and parents/guardians 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 parents/guardians in person, by mail, or by email within two (2) school business days after receiving the appeal. The written decision will include:

- The decision to affirm, reverse, or modify the suspension;
- The duration and conditions of the suspension, including the beginning and ending dates;
- The educational services the district will offer to the student during the suspension; and
- Notice of the student and parents’/guardians’ right to request review and reconsideration of the appeal decision, including where and to whom to make such a request.

### Review and Reconsideration

The student or parents may request that the discipline appeal council review and reconsider the district’s appeal decision. The student or parents may request the review orally or in writing.

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

The short-term suspension shall continue notwithstanding the implementation of the appeal process unless the principal or designee elects to postpone such action.

Adopted: July 2019



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## NOTICE OF LONG-TERM SUSPENSION

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Incident # \_\_\_\_\_

Incident date: \_\_\_\_\_

Date: \_\_\_\_\_

Special Education Student: ☐ YES ☐ NO

Section 504 Eligible Student: ☐ YES ☐ NO

Dear parent/guardian:

Your student, \_\_\_\_\_ student #: \_\_\_\_\_ grade: \_\_\_\_\_ has been  
suspended from school for \_\_\_\_\_ days for the following reason(s): \_\_\_\_\_

Such misconduct violates: \_\_\_\_\_

**Prior to imposing this long-term suspension, the following other forms of discipline were considered  
an/or attempted:**

We have determined that, despite the consideration of or other attempts at discipline, a long-term  
suspension is necessary because: \_\_\_\_\_

We have also determined that if the student returned to school before completing a long-term suspension,  
the student would pose:

- ☐ An imminent danger to students or school personnel
- ☐ An imminent threat of material and substantial disruption to the educational process

The long-term suspension will begin on: \_\_\_\_\_. The student will return to school on: \_\_\_\_\_.

You were notified of this potential discipline on \_\_\_\_\_.

In addition, your student was provided an initial hearing to hear their perspective on the alleged violation.  
The principal or designee ☐ attempted to contact / ☐ contacted you on \_\_\_\_\_ to provide you  
with an opportunity to participate in the initial hearing. You:

- ☐ Participated in the hearing: ☐ in person ☐ by telephone
- ☐ Chose not to participate in the hearing
- ☐ Were not able to be contacted

During the duration of the long-term suspension, your student will receive educational services as  
follows: \_\_\_\_\_

You have the right to an informal conference with the principal or designee regarding this long-term  
suspension. If you wish to schedule such a conference, please contact \_\_\_\_\_  
at 425-385-####.

**You also have the right to appeal this decision by following the appeal process instructions provided  
in this notice.**



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## NOTICE OF LONG-TERM SUSPENSION

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Incident # \_\_\_\_\_

Incident date: \_\_\_\_\_

You and your student will have the opportunity to participate in a reengagement meeting prior to returning to school. 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.

Before convening a reengagement meeting, the district will communicate with the student and parents/guardians to schedule the meeting time and location. This meeting must occur within twenty (20) calendar days of the start of the student's long-term suspension, 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/guardians request a prompt reengagement meeting. At that meeting, we will discuss steps to remedy the situation that led to your student's suspension and consider shortening the length of time that your student is suspended, other forms of corrective action, and supportive interventions that may aid your student's academic success, school engagement, and progress toward graduation.

Please be advised that during the suspension, your student should not be on any district property or at any district sponsored activity, or your student will be considered a trespasser. The school will contact the police and seek assistance in filing criminal trespass charges under [RCW 9A.52.070-080](#).

☐ Delivered in person by: \_\_\_\_\_ Date: \_\_\_\_\_

OR

☐ Sent by mail: \_\_\_\_\_ Date: \_\_\_\_\_  
(with tracking or return receipt)

OR

☐ Sent by email: \_\_\_\_\_ Date: \_\_\_\_\_

Adopted: July 2019  
Revised: December 2022  
Updated: July 2024

**Copies:** Original to parent/guardian;  
Copy kept at the school; and  
Copy sent electronically to deputy superintendent's office



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## LONG-TERM SUSPENSION APPEAL PROCESS

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**Definition:** “Long-term suspension” means a suspension in which a student is excluded from school for more than ten (10) consecutive school days, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-475](#).

### Optional Informal Conference with the Principal

If a student or the parents/guardians disagree with the school’s decision to administer a long-term suspension, the student or parents/guardians may request an informal conference, orally or in writing, with the principal or designee to resolve the disagreement.

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 parents/guardians.

During the informal conference, the student and parents/guardians 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/guardian will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the suspension. Further, the student and parent/guardian 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 parents/guardians to appeal the long-term suspension.

### Appeal Process

A student or parents/guardians may appeal a long-term suspension to the superintendent or designee orally or in writing. The request to appeal must be within five (5) school business days from when the district provided the student and parent/guardian with written notice.

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

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

The superintendent or designee must deliver a written notice of appeal hearing to the student and parents/guardians in person, by mail, or by email within one (1) school business day after receiving the appeal, unless the parties agree to a different timeline. Written notice will include:

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

### Hearing

The district will hold an appeal hearing within three (3) school business days after the superintendent or designee received the appeal request, unless the student and parents/guardians agree to another time. A hearing officer will be designated to hear and decide long-term suspension appeals. The hearing officer will provide a written decision to the student and parents/guardians in person, by mail, or by email within three (3) school business days after the appeal hearing.





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## LONG-TERM SUSPENSION APPEAL PROCESS

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### Reconsideration of Appeal

The student or parents/guardians may request the discipline appeal council review and reconsider the district's appeal decision for long-term suspensions. This request may be either oral or in writing. The request must be within ten (10) school business days from when the district provided the student and parents/guardians with the written appeal decision. The discipline appeal council will provide a written decision to the students and parents/guardians in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

### Reengagement

Before the appeal hearing, the student, parents/guardians, and district may agree to hold a reengagement meeting and develop a reengagement plan. The student, parents/guardians, and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

### Readmission

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 to the district, the student will submit a written application to the superintendent's designee, who will recommend admission or non-admission to the superintendent. The application will include:

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

The superintendent will, in writing, advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application.



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## NOTICE OF EXPULSION

3300P

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Incident # \_\_\_\_\_

Incident date: \_\_\_\_\_

Date: \_\_\_\_\_

Special Education Student: ☐ YES ☐ NO

Section 504 Eligible Student: ☐ YES ☐ NO

Dear parent/guardian:

Your student, \_\_\_\_\_ student #: \_\_\_\_\_ grade: \_\_\_\_\_ has

received an expulsion from school for the following reason(s): \_\_\_\_\_

\_\_\_\_\_

Such misconduct violates: \_\_\_\_\_

\_\_\_\_\_

**Prior to imposing this expulsion, the following other forms of discipline were considered and/or attempted:**

We have determined that, despite the consideration of or other attempts at discipline, an expulsion is necessary because: \_\_\_\_\_

\_\_\_\_\_

We have also determined that if the student returned to school before completing the expulsion, the student would pose:

☐ An imminent danger to students or school personnel

The expulsion will begin on: \_\_\_\_\_ and will end on \_\_\_\_\_.

You were notified of this potential discipline on \_\_\_\_\_. In addition, your student was provided an initial hearing to hear their perspective on the alleged violation.

The principal or designee ☐ attempted to contact / ☐ contacted you on \_\_\_\_\_ to provide you with an opportunity to participate in the initial hearing. You:

☐ Participated in the hearing: ☐ in person ☐ by telephone

☐ Chose not to participate in the hearing

☐ Were not able to be contacted

During the duration of the expulsion, your student will receive educational services as follows: \_\_\_\_\_

\_\_\_\_\_

You have the right to an informal conference with the principal or designee regarding this expulsion. If you wish to schedule such a conference, please contact \_\_\_\_\_ at 425-385-####.

**You also have the right to appeal this decision by following the appeal process instructions provided in this notice.**

You and your student will have the opportunity to participate in a reengagement meeting prior to returning to school. 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 an expulsion.

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## NOTICE OF EXPULSION

3300P

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Incident # \_\_\_\_\_

Incident date: \_\_\_\_\_

Before convening a reengagement meeting, the district will communicate with the student and parents/guardians to schedule the meeting time and location. This meeting must occur within twenty (20) calendar days of the start of the student's 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/guardians request a prompt reengagement meeting. At that meeting, we will discuss steps to remedy the situation that led to your student's expulsion and consider shortening the length of time that your student is expelled, other forms of corrective action, and supportive interventions that may aid your student's academic success, school engagement, and progress toward graduation.

Please be advised that during the expulsion, your student should not be on any district property or at any district sponsored activity, or your student will be considered a trespasser. The school will contact the police and seek assistance in filing criminal trespass charges under [RCW 9A.52.070-080](#).

School administrator: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_ Phone number: \_\_\_\_\_

Parent/guardian: \_\_\_\_\_ Date contacted: \_\_\_\_\_

Student signature: \_\_\_\_\_ Phone number: \_\_\_\_\_

☐ Delivered in person by: \_\_\_\_\_ Date: \_\_\_\_\_

OR

☐ Sent by mail: \_\_\_\_\_ Date: \_\_\_\_\_  
(with tracking or return receipt)

OR

☐ Sent by email: \_\_\_\_\_ Date: \_\_\_\_\_

Adopted: July 2019  
Revised: December 2022  
Updated: July 2024

**Copies:** Original to parent/guardian;  
Copy kept at the school; and  
Copy sent electronically to deputy superintendent's office

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## EXPULSION APPEAL PROCESS

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**Definition:** “Expulsion” means a denial of admission to the student’s current school placement in response to a behavioral violation, subject to the requirements in [WAC 392-400-430](#) through [WAC 392-400-480](#).

### Optional Informal Conference with the Principal

If a student or the parents/guardians disagree with the school’s decision to administer an expulsion, the student or parents/guardians may request an informal conference, orally or in writing, with the principal or designee to resolve the disagreement.

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 parents/guardians.

During the informal conference, the student and parents/guardians 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/guardian will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the expulsion. Further, the student and parent/guardian 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 parents/guardians to appeal the expulsion.

### Appeal Process

A student or parents/guardians may appeal an expulsion to the superintendent or designee orally or in writing. The request to appeal must be within five (5) school business days from when the district provided the student and parent/guardian with written notice. The superintendent or designee must deliver a written appeal decision to the student and parents/guardians in person, by mail, or by email within two (2) school business days after receiving the appeal.

When an appeal for expulsion is pending, the district may continue to administer the expulsion during the appeal process, subject to the following:

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

The superintendent or designee must deliver a written notice of appeal hearing to the student and parents/guardians in person, by mail, or by email within one (1) school business day after receiving the appeal, unless the parties agree to a different timeline. Written notice will include:

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



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## EXPULSION APPEAL PROCESS

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### Hearing

The district will hold an appeal hearing within three (3) school business days after the superintendent or designee received the appeal request, unless the student and parents/guardians agree to another time. A hearing officer will be designated to hear and decide expulsion appeals. The hearing officer will provide a written decision to the student and parents/guardians in person, by mail, or by email within three (3) school business days after the appeal hearing.

### Reconsideration of Appeal

The student or parents/guardians may request the discipline appeal council review and reconsider the district's appeal decision for expulsion. This request may be either oral or in writing. The request must be within ten (10) school business days from when the district provided the student and parents/guardians with the written appeal decision. The discipline appeal council will provide a written decision to the students and parents/guardians in person, by mail, or by email within ten (10) school business days after receiving the request for review and reconsideration.

### Reengagement

Before the appeal hearing, the student, parents/guardians, and district may agree to hold a reengagement meeting and develop a reengagement plan. The student, parents/guardians, and district may mutually agree to postpone the appeal hearing while participating in the reengagement process.

### Readmission

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 to the district, the student will submit a written application to the superintendent's designee, who will recommend admission or non-admission to the superintendent. The application will include:

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

The superintendent will, in writing, advise the student and parent/guardian of the decision within seven (7) school days of the receipt of such application.



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## NOTICE OF EMERGENCY REMOVAL

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Incident # \_\_\_\_\_

Incident date: \_\_\_\_\_

Date: \_\_\_\_\_

Special Education Student: ☐ YES ☐ NO

Section 504 Eligible Student: ☐ YES ☐ NO

Parent/guardian name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Dear parent/guardian:

Your student, \_\_\_\_\_ student #: \_\_\_\_\_ grade: \_\_\_\_\_ has been

placed on an emergency removal from school and as a result, should not be on school grounds or at any school-sponsored activities until this matter has been resolved. Your student received this emergency removal for the following reason(s): \_\_\_\_\_

Such misconduct violates: \_\_\_\_\_

I have concluded that there is good and sufficient reason to believe that your student's statements or observable behaviors pose:

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

Specifically: \_\_\_\_\_

The emergency removal will begin on: \_\_\_\_\_ and will end on \_\_\_\_\_.

During the duration of the emergency removal, your student will receive educational services as follows:

You have the right to an informal conference with the principal or designee regarding this emergency removal. If you wish to schedule such a conference, please contact \_\_\_\_\_ at 425-385-####.

**You also have the right to appeal this decision by following the appeal process instructions provided in this notice.**

You have the right to immediately request a hearing following the instructions provided with this notice. However, I am requesting a conference with you first to discuss the situation. If our conference does not bring a satisfactory resolution, you may still request a formal hearing with the district's hearing officer. Please be advised that during the emergency removal, your student should not be on any district property or at any district-sponsored activity, or your student will be considered a trespasser. The school will contact the police and seek assistance in filing criminal trespass charges under [RCW 9A.52.070-080](#).

This situation is urgent and demands our immediate attention. Please contact me as soon as reasonably possible.

Administrator: \_\_\_\_\_ School: \_\_\_\_\_ Phone: \_\_\_\_\_

**Copies:** Original to parent/guardian;  
Copy kept at the school; and  
Copy sent electronically to deputy superintendent's office





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## EMERGENCY REMOVAL APPEAL PROCESS

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**Definition:** “Emergency removal” means the removal of a student from school because the student’s presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, subject to the requirements in [WAC 392-400-510](#) through [WAC 392-400-530](#).

### Optional Informal Conference with the Principal

If a student or the parents/guardians disagree with the school’s decision to administer an emergency removal, the student or parents/guardians may request an informal conference, orally or in writing, with the principal or designee to resolve the disagreement.

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 parents/guardians.

During the informal conference, the student and parents/guardians 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/guardian will also have the opportunity to confer with the principal or designee and school personnel involved in the incident that led to the emergency removal. Further, the student and parent/guardian 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 parents/guardians to appeal the emergency removal.

### Appeal Request/Hearing

A student or parents/guardians may appeal an emergency removal to the superintendent or designee orally or in writing. The request to appeal must be within three (3) school business days from when the district provided the student and parent/guardian with written notice.

The superintendent or designee must deliver a written notice of appeal hearing to the student and parents/guardians in person, by mail, or by email within one (1) school business day after receiving the appeal, unless the parties agree to a different timeline. Written notice will include:

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

### Hearing

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 parents/guardians agree to another time.

A hearing officer will be designated to hear and decide emergency removal appeals. The presiding official may not have been involved in the student’s behavioral violation or the decision to suspend or expel the student.

The hearing officer will provide a written decision to the student and parents/guardians in person, by mail, or by email within one (1) school business day after the appeal hearing.



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### Reconsideration of Appeal

The student or parents/guardians may request the discipline appeal council review and reconsider the district's appeal decision for expulsion. This request may be either oral or in writing. The request must be within five (5) school business days from when the district provided the student and parents/guardians with the written appeal decision. The discipline appeal council will provide a written decision to the students and parents/guardians in person, by mail, or by email within five (5) school business days after receiving the request for review and reconsideration.

Adopted: July 2019  
Revised: October 2019  
Revised: July 2023