

Provision of Educational Services Recommendations and Discussion Minutes

This document includes the recommendations that were approved by consensus vote at the December 6 task force meeting as well as notes from topics that were discussed but not brought to vote.

Educational Services is not defined in the rules but, following expedited rulemaking, the statutory provision that districts may not suspend the provision of educational services as a disciplinary action and that districts must provide an opportunity for students to receive educational services during suspension or expulsion are included in the rules. Additional statutory language stating that the provision of educational services in an alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline (alternative high schools, one-on-one tutoring, and online learning being offered as examples) is not represented in the rules. – RCW [28A.600.015](#) (8); [28A.600.020](#) (7).

Recommendations

- 1. Tiered approach toward education services.** Services may need to look different depending on the length of time the student is out of school. (Recommendation passed by 10/10 consensus vote at 12/06/16 task force meeting)
- 2. For longer exclusionary periods, make space for family input and individual student needs.** (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)
- 3. Educational services must align with student's current course of study.** (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)
- 4. At higher tier, written learning plan developed to track current course of study and academic progress that involves parent, district, building person who can speak to current course of study, and student.** (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)
- 5. Rules should define what is included in equitable, separate from course of study. What is equitable could include ELD services; Accommodations, aids, and services in 504 plan or IEP; LAP services, McKinney-Vento services, etc.** (Recommendation passed by 9/9 consensus vote at 12/06/16 task force meeting)

Discussion Notes

- 1. Tiered approach applies to something less than the maximum length of a Short-term suspension.** (Discussed at 12/06/16 task force meeting without voting)
- 2. Designated staff in the school/district to work on these plans with family and student.** (Discussed at 12/06/16 task force meeting without voting)
- 3. Any setting outside of regular classroom is an alternative setting and should be subject to equitable requirement.** (Discussed at 12/06/16 task force meeting without voting)
- 4. Should be planned to ensure student stays on track to graduate. If it focuses on current course of study, emphasis should be on earning that student credits toward graduation. Keep in mind a route to graduation.** (Discussed at 12/06/16 task force meeting without voting)

5. The school district provides student appropriate behavioral support services to promote successful return to the student's regular academic program. As defined in the context of family engagement.

(Discussed at 12/06/16 task force meeting without voting)

6. Higher Tier Needs Assessment. Education services planning must include assessment of academic needs and strengths of student. Depth of needs assessment increases as time out increases.

(Discussed at 12/06/16 task force meeting without voting)

Discipline Task Force--Discipline Definitions Recommendations Voting Survey

This survey was created for task force members to vote on whether the draft recommendations should become formal recommendations of the discipline task force. The draft recommendations were prepared by OSPI staff and are based on the results of the discipline definitions survey as well as notes from task force discussions.

Survey Vote: Each member should vote under each recommendation topic by indicating which draft recommendation should be offered as a formal recommendation of the discipline task force. Members should only vote Yes for one recommendation under each recommendation topic.

Survey Text Box: If you do not agree with any of the draft recommendations, you have the option of proposing a different draft recommendation. If the draft recommendation is still approved by majority vote, other options and comments will be included in a summary document alongside the approved recommendation. If the draft recommendation is not approved by majority vote, other proposed draft recommendations will be discussed and considered for vote at the January 10 meeting.

Discipline Definitions

1. Corrective Action is a broad phrase used in the current rules to refer to all types of student discipline (i.e. suspension, emergency removal, expulsion, detention, etc.). In statute the term “disciplinary action” is often used interchangeably with “corrective action” and does not explicitly include best practices, research-based interventions, or other behavioral strategies. – WAC [392-400-200](#).

Recommendation A: The rules should use the phrase “disciplinary action” broadly, instead of “corrective action,” and “disciplinary action” should be defined in the formal definitions section of the rules. The definition should explicitly include best practices and research-based interventions as well as all types of exclusionary actions. However, subsequent definitions should clearly distinguish between types of actions that are exclusionary (including a distinct category for interim measures such as emergency removals/expulsions) and disciplinary actions that do not remove or exclude a student from their regular educational setting.

- Yes, I agree with this draft recommendation (4/8)**
- No, I do not agree with this draft recommendation (4/8)**

Recommendation B: The broad phrase “corrective action” should be included in the formal definitions section of the rules. The definition should explicitly include best practices and research-based interventions as well as all types of exclusionary actions. However, subsequent definitions should clearly distinguish between types of actions that are exclusionary (including a distinct category for interim measures such as emergency removals/expulsions) and corrective actions that do not remove or exclude a student from their regular educational setting.

- Yes, I agree with this draft recommendation (2/8)**
- No, I do not agree with this draft recommendation (6/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “discipline, other than for emergency removals for medical reasons, should encompass any exclusion from the student's established classes, school, or instructional setting due to perceived violations of the code of conduct or emergency circumstances”
- “I would like to see a broad category of discipline or disciplinary action, under which are listed the things in A, as well as separate definition for corrective action like B, but would like to add corrective action as a type of discipline that is intended and reasonably expected to modify student behavior.”

2. Discipline is defined in the current rules as not including suspensions and other exclusionary practices. In statute as well as in practical usage, “student discipline” or “disciplinary action” specifically refers to suspensions and expulsions. – WAC [392-400-205](#) (1).

Recommendation A: Any definition for “discipline” should align with common usage of the term. The definition for “discipline” in the current rules is problematic and should be removed entirely.

- Yes, I agree with this draft recommendation (2/8)**
- No, I do not agree with this draft recommendation (6/8)**

Recommendation B: Any definition for “discipline” should align with common usage of the term. However, the definition in the current rules that refers to types of actions other than emergency removal, suspension, or expulsion should remain as written and the title “remedial action” should be used instead.

- Yes, I agree with this draft recommendation (4/8)**
- No, I do not agree with this draft recommendation (4/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “discipline, other than for emergency removals for medical reasons, should encompass any exclusion from the student's established classes, school, or instructional setting due to perceived violations of the code of conduct or emergency circumstances”
- Keep a definition of discipline that aligns with common usage, and include exclusions and non-exclusionary actions.

3. Suspension is currently defined in the rules to include any denial of attendance exceeding the balance of the immediate class period. Practices that categorically constitute a suspension according to the current rules may not be formally imposed, reported, or even pragmatically understood as such— (i.e. office referrals that result in a student being with an administrator, counselor, or student supports staff for longer than the balance of the immediate class period). – WAC [392-400-205](#) (2).

Recommendation A: The definition of “suspension” should maintain a denial of attendance exceeding the balance of the immediate class period. However, the definition should be amended to ensure that

school-level factors related to the length of a “class period” can be interpreted and addressed in a standardized way that would be similarly applicable between elementary, middle, and high school contexts. The definition should include in-school suspension and out-of-school suspension, but subsequent definitions should clearly distinguish between types of suspensions, including distinguishing between a classroom removal and an administrative denial of attendance. Additional collection categories and reporting guidance for CEDARS should be developed for reporting types of actions that may categorically constitute a suspension without being formally imposed.

- Yes, I agree with this draft recommendation (7/8)**
- No, I do not agree with this draft recommendation (1/8)**

Recommendation B: The definition of “suspension” should remain the same in the rules but additional collection categories and reporting guidance for CEDARS should be developed for reporting types of actions that may categorically constitute a suspension without being formally imposed.

- Yes, I agree with this draft recommendation (0/8)**
- No, I do not agree with this draft recommendation (8/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “The definition of “suspension” should maintain a denial of attendance exceeding the balance of the immediate class period. The definition should include in-school suspension and out-of-school suspension. Reporting guidance for CEDARS should be developed for reporting types of actions that may categorically constitute a suspension without being formally imposed, including distinguishing between a classroom removal and an administrative denial of attendance.”

4. In-School Suspension is a commonly used term and practice that is not defined or mentioned in WA state law. However, because in-school suspensions are reported at the federal level, CEDARS includes a definition similar to the Civil Rights Data Collection (CRDC) definition for reporting purposes: “In-school suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.” The CRDC definition is broad enough that it would include classroom removals in addition to formally imposed in-school suspensions. OSPI rules include a broad definition for “suspension,” but the rules do not explicitly outline due process procedures to follow for in-school suspension, set limitations on the duration of in-school suspension, or establish criteria for what in-school suspension should look like. – 2016–17 [CEDARS Reporting Guidance](#), pg. 49; 2015–16 [CRDC School Form](#), pg. 51.

Recommendation A: A definition for “in-school suspension” should be added in the formal definitions section of the rules. “In-school suspension” should be considered a type of “short-term suspension” and the same limitations and due process procedures that apply to “short-term suspension” should apply to “in-school suspension.” “In-school suspension” should be defined to clarify that direct supervision with

school personnel should occur in a specified location within the school building that is designed to allow students to receive regular course assignments, have access to their regular instructional teacher(s), and receive instruction from a certificated teacher. The definition should specify that “in-school suspension” does not include classroom removals or interim measures that may categorically constitute a suspension without being formally imposed.

- Yes, I agree with this draft recommendation (6/8)**
- No, I do not agree with this draft recommendation (2/8)**

Recommendation B: “In-school suspension” should be included as a type of “short-term suspension” in the formal definitions section of the rules—a distinct and separate definition for “in-school suspension” is not necessary. The definition should specify that “short-term suspension” does not include classroom removals or interim measures that may categorically constitute a suspension without being formally imposed.

- Yes, I agree with this draft recommendation (0/8)**
- No, I do not agree with this draft recommendation (8/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “A definition for “in-school suspension” should be added in the formal definitions section of the rules. “In-school suspension” should be considered a type of “short-term suspension” but the due process procedures may be different. “In-school suspension” should be defined to clarify that direct supervision with school personnel should occur in a specified location within the school building that is designed to allow students to receive regular course assignments and receive instruction from a certificated teacher. The definition should specify that “in-school suspension” does not include classroom removals or interim measures that may categorically constitute a suspension without being formally imposed.”
- “Recommendation A is my choice, but remove the phrase “and receive instruction from a certificated teacher.” Our recommendations for providing educational services covers what the services should look like. This language implies that in-school suspensions be supervised by certificated teachers - not current practice. This will present staffing challenges. Likely results would be schools choosing to short term suspend students rather than in-school suspend...”

5. Alternative Actions and Alternatives to Suspension are terms that are used in statute in the context of student discipline but are not defined in the rules. The discipline rules refer only to “alternative forms of corrective action” or “lesser forms of corrective actions” a few times, without elaborating on the meaning or providing any formal definition. Except for the section of the rules concerning reengagement meetings, which uses the phrase “supportive interventions,” the rules do not reference best practices, research-based interventions, or any other specific types of student supports. – WAC [392-400-230](#) (4); [392-400-245](#) (2); [392-400-260](#) (4); [392-400-420](#) (2).

Recommendation A: The use of best practices and research-based interventions should be emphasized within the rules as the *de facto* and preferred form of student discipline. Instead of referring to such actions as alternatives, the rules should clarify that exclusionary practices should only be used as a measure of last resort. The word “alternative” should not be specifically attributed to actions that aren’t exclusionary, and a formal definition for “alternative actions” or “alternatives to suspension” should not be included in the rules. However, supportive interventions, best practices, etc. should be explicitly integrated into the procedures related to student discipline. General terminology should be used when referencing best practices, research-based interventions, etc. and should remain informally defined rather than prescriptive or limited to specific practices.

- Yes, I agree with this draft recommendation (2/8)**
- No, I do not agree with this draft recommendation (6/8)**

Recommendation B: The use of best practices and research-based interventions should be emphasized within the rules as the *de facto* and preferred form of student discipline. Instead of referring to such actions as alternatives, the rules should clarify that exclusionary practices should only be used as a measure of last resort. The word “alternative” should not be specifically attributed to actions that aren’t exclusionary, and a formal definition for “alternative actions” or “alternatives to suspension” should not be included in the rules. However, supportive interventions, best practices, etc. should be explicitly integrated into the procedures related to student discipline. Specific practices and strategies (such as those included in the state menu of best practices and strategies for behavior, developed under RCW 28A.165.035) should be mentioned as examples and strongly encouraged.

- Yes, I agree with this draft recommendation (5/8)**
- No, I do not agree with this draft recommendation (3/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “The use of best practices and research-based interventions should be emphasized within the rules as the *de facto* and preferred form of student discipline. Instead of referring to such actions as alternatives, the rules should clarify that exclusionary practices should only be used as a measure of last resort. The word “alternative” should not be specifically attributed to actions that aren’t exclusionary, and a formal definition for “alternative actions” or “alternatives to suspension” should not be included in the rules. However, supportive interventions, best practices, etc. should be explicitly integrated into the procedures related to student discipline. General terminology should be used when referencing best practices, research-based interventions, etc. and should remain informally defined rather than prescriptive or limited to specific practices. Monitoring measures should be put in place to determine if practices are effective and whether adjustment is needed.”

6. Removal from Classroom: Statute allows teachers the authority to remove a student who creates disruption of the educational process in violation of building policies from their classroom for any part or the remainder of a school day or up to the following two days—so long as the teacher has attempted

one or more alternative forms of corrective action first. The rules do not mention the provision regarding “the following two days,” where the student is to be removed to, or any due process to follow for students in the event that a teacher does not consent to having the student return before the following two days. – WAC [392-400-230](#); RCW [28A.600.020](#) (2).

Recommendation #1: “Classroom removal” should be defined in the formal definitions section of the rules. “Classroom removal” should be considered a type of suspension but have a definition that is distinct from “short-term suspension” and “in-school suspension.” The definition in the rules should be consistent with RCW [28A.600.020](#) (2) and include emergency classroom removals. Additionally, the rules should outline procedures to follow after a student is sent to the building principal or designee that includes parent/guardian notification and provision of educational services. In the event that the principal or designee does not impose a suspension but the teacher does not consent to the student returning to the classroom by the commencement of the class period on the following school day, the removal should be considered a “short-term suspension” and all procedures related to imposition of a “short-term suspension” should apply. “Classroom removal” should be added as a valid value under Element P09 in CEDARS.

- Yes, I agree with this draft recommendation (3/8)*
- No, I do not agree with this draft recommendation (5/8)*

Recommendation #2: “Classroom removal” should be defined in the formal definitions section of the rules. “Classroom removal” should be considered a type of suspension but have a definition that is distinct from “short-term suspension” and “in-school suspension.” The definition in the rules should be consistent with RCW [28A.600.020](#) (2) but emergency classroom removal should be defined separately. Additionally, the rules should outline procedures to follow after a student is sent to the building principal or designee that includes parent/guardian notification and provision of educational services. In the event that the principal or designee does not impose a suspension but the teacher does not consent to the student returning to the classroom by the commencement of the class period on the following school day, the removal should be considered a “short-term suspension” and all procedures related to imposition of a “short-term suspension” should apply. “Classroom removal” should be added as a valid value under Element P09 in CEDARS.

- Yes, I agree with this draft recommendation (4/8)*
- No, I do not agree with this draft recommendation (4/8)*

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “Reporting guidance for CEDARS should be developed for reporting types of actions that may categorically constitute a suspension without being formally imposed, including distinguishing between a classroom removal and an administrative denial of attendance. Such incidents would be reported as “Other.””

7. Emergency Removal from Classroom: Statute allows teachers the authority to remove a student immediately, without first attempting alternative forms of corrective action, in “emergency

circumstances”—for any part or the remainder of a school day or up to the following two days. The rules define what constitutes emergency circumstances and requires a student meeting before the following school day, but the rules do not mention the provision regarding “the following two days” or any due process to follow for students in the event that a teacher does not consent to having the student return before the following two days. – WAC [392-400-290](#); RCW [28A.600.020](#) (2).

Recommendation A: “Emergency classroom removal” should be included within a definition for “classroom removal,” which should be added in the formal definitions section of the rules and as a valid value under Element P09 in CEDARS.

- Yes, I agree with this draft recommendation (3/8)**
- No, I do not agree with this draft recommendation (5/8)**

Recommendation B: “Emergency classroom removal” should be defined in the formal definitions section of the rules. “Emergency classroom removal” should be considered a type of “suspension” but have a definition that is distinct from “short-term suspension” and “in-school suspension.” The definition should be consistent with RCW [28A.600.020](#) (2) but “classroom removal” should be defined separately. Additionally, the rules should outline procedures to follow after a student is sent to the building principal or designee that includes parent/guardian notification and provision of educational services. In the event that the principal or designee does not impose a suspension but the teacher does not consent to the student returning to the classroom by the commencement of the class period on the following school day, the removal should be considered a “short-term suspension” and all procedures related to imposition of a “short-term suspension” should apply. “Emergency classroom removal” should be added as a valid value under Element P09 in CEDARS.

- Yes, I agree with this draft recommendation (4/8)**
- No, I do not agree with this draft recommendation (4/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “Reporting guidance for CEDARS should be developed for reporting types of actions that may categorically constitute a suspension without being formally imposed, including distinguishing between a classroom removal and an administrative denial of attendance. Such incidents would be reported as “Other.””

8. Exceptional Misconduct is not mentioned in statute but is defined in the rules as misconduct that occurs frequently enough or is disruptive enough to warrant imposing short-term or long-term suspension even for a first-time offense and without first attempting alternative forms of corrective action. The rules allow a district to classify certain types of behavior as “exceptional misconduct” with input from an ad hoc citizen’s committee. The types of behaviors that may be classified as “exceptional misconduct” vary significantly between districts and may include violations for which long-term suspension can no longer be imposed. Statutory provisions for classroom removal and emergency expulsion already allow resort to immediate removal in response to disruptive or dangerous behaviors.

Moreover, statute now requires districts to consult students, families, and the community when reviewing and updating discipline policies. – WAC [392-400-245](#) (2); [392-400-260](#) (4).

Recommendation A: The “exceptional misconduct” provisions should be removed from the rules entirely.

- Yes, I agree with this draft recommendation (6/8)**
- No, I do not agree with this draft recommendation (2/8)**

Recommendation B: The “exceptional misconduct” provision should be removed from the section regarding long-term suspension, and it should be amended in the section regarding short-term suspension. The definition of “exceptional misconduct” should be amended to (1) eliminate any inconsistency with statutory limitations on the use of discretionary discipline and (2) eliminate redundancies related to the conditions where either immediate resort to short-term suspension, emergency classroom removal, or emergency expulsion could be warranted.

- Yes, I agree with this draft recommendation (2/8)**
- No, I do not agree with this draft recommendation (6/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

N/A

9. Reengagement Plan is defined in the rules as a written plan that is developed between a district and a student and their parent or guardian. The definition includes the statutory language regarding returning the student to the educational setting as soon as possible and aiding the student in remedying the situation that led to the exclusion. The section of the rules on reengagement meetings and plans now includes, without additional guidance, the language introduced with HB 1541 Part 1 that requires families to have access to, provide meaningful input on, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan. Part 2 of HB 1541 concerns expanding cultural competence training for educators, in alignment with current standards developed under RCW [28A.410.270](#) by the professional educator standards board. – WAC [392-400-205](#) (10); [392-400-420](#).

Recommendation A: The rules should specifically mention family engagement and cultural competency in the definitions for “reengagement meeting” and “reengagement plan,” but family engagement and cultural competency should be emphasized in the preamble to the chapter as foundational to all aspects of student discipline. Language access should be specifically mentioned as a critical component of reengagement meetings and plans. Explicit mention should be made of the discipline training developed according to RCW [28A.415.410](#) and cultural competency training developed according to RCW [28A.415.420](#).

- Yes, I agree with this draft recommendation (2/8) Note, one organization voted “Yes” for A & B.**
- No, I do not agree with this draft recommendation (6/8)**

Recommendation B: The rules should specifically mention family engagement and cultural competency in the definitions for “reengagement meeting” and “reengagement plan,” but family engagement and cultural competency should be emphasized in the preamble to the chapter as foundational to all aspects of student discipline. Language access should be specifically mentioned as a critical component of reengagement meetings and plans. The procedural rules for reengagement meetings and plans should include parameters for engaging families to determine, on a mutually agreeable basis, who should participate and where the location of the meeting should be. Explicit mention should be made of the discipline training developed according to RCW [28A.415.410](#) and cultural competency training developed according to RCW [28A.415.420](#).

- Yes, I agree with this draft recommendation (6/8) Note, one organization voted “Yes” for A & B.**
- No, I do not agree with this draft recommendation (2/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “Like B, but would add that the time for the meeting should also be mutually agreeable and that the plan must include the academic and non-academic supports necessary for a student to successfully return to school.”

10. Discretionary Discipline was added as a formal definition in the rules through expedited rulemaking by inserting into the rules, word-for-word, the language from HB 1541 regarding districts no longer being able to impose long-term suspension or expulsion as a form of “discretionary discipline”. The definition provided by statute defines “discretionary discipline” by listing categories of violations for which long-term suspension or expulsion may still be used as a disciplinary action and stating that actions NOT taken in response to the listed violations would constitute “discretionary discipline.” The listed violations reference specific statutes except for the provision that reads: “behavior that adversely impacts the health or safety of other students or educational staff” – how districts interpret this language may vary. – WAC [392-400-205](#) (11); RCW [28A.600.015](#) (6).

Recommendation A: The rules should maintain the definition for “discretionary discipline” that was provided in statute. However, the rules should specify what “behavior that adversely impacts the health or safety of other students or educational staff” means, and clearly distinguish this provision of the law from the conditions and limitations related to when an emergency expulsion may be imposed (currently defined under WAC [392-400-295](#)) by limiting this provision to behavior that presents an imminent threat of bodily harm.

- Yes, I agree with this draft recommendation (2/8)**
- No, I do not agree with this draft recommendation (6/8)**

Recommendation B: The rules should maintain the definition for “discretionary discipline” that was provided in statute. However, the rules should specify what “behavior that adversely impacts the health or safety of other students or educational staff” means, and align this provision with the conditions and limitations related to when an emergency expulsion may be imposed (currently defined under WAC [392-400-295](#)).

- Yes, I agree with this draft recommendation (4/8) Note, one organization voted “Yes” for B & C**
- No, I do not agree with this draft recommendation (4/8)**

Recommendation C: The rules should maintain the definition for “discretionary discipline” that was provided in statute, without change.

- Yes, I agree with this draft recommendation (2/8) Note, one organization voted “Yes” for B & C**
- No, I do not agree with this draft recommendation (6/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “The rules should specify what "behavior that adversely impacts the health and safety of other student or educational staff" means. The meaning should include: behavior that has an ongoing adverse impact on the health or safety of other students or educational staff that continues past 10 school days (during which time emergency exclusion may be considered as necessary).”

11. Length of an Academic Term: the statutory language allows this provision to be defined by the school board. School districts often have schools that use different academic terms (semester or trimester) that vary in total number of school days, particularly between elementary and secondary schools. Through rulemaking, OSPI could encourage districts to consider certain factors when defining this provision of the law through board policy. – RCW [28A.600.020](#) (6).

Recommendation A: The rules should maintain use of “length of an academic term, as defined by the school board” but add that districts should consider grade- or age-level factors when defining this provision of the law in board policy, including developmental stages and academic impact.

- Yes, I agree with this draft recommendation (4/8)**
- No, I do not agree with this draft recommendation (4/8)**

Recommendation B: The rules should maintain use of “length of an academic term, as defined by the school board,” without further clarification.

- Yes, I agree with this draft recommendation (3/8)**
- No, I do not agree with this draft recommendation (5/8)**

If you chose “No” for all draft recommendations and would like to offer another option, you must draft specific language you would like to offer as a formal recommendation:

- “The rules should maintain use of "length of an academic term, as defined by the school board," but add that if a district adopts a quarter, trimester or semester term for credit-earning purposes, the length of the academic term for disciplinary purposes shall be no longer than that term.”