

REVIEW OF STATUTORY PURPOSE OF STUDENT DISCIPLINE TASK FORCE & DRAFT WORK PLAN

Maria Flores

Objectives:

- Understand the duties assigned to the task force in law
- Understand other changes to the law that will be informed by the task force
- Create a timeline and draft work plan for upcoming meetings



Engrossed Senate Substitute Bill 5946- Section 301

Duties:

- Develop standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
- Develop data collection standards for disciplinary actions that are discretionary and for disciplinary
 - The data collection standards must include data about education services provided while a student is subject to a disciplinary action, the status of petitions for readmission to the school district when a student has been excluded from school, credit retrieval during a period of exclusion, and school dropout as a result of disciplinary action.

Membership

- The discipline task force shall include representatives from the K-12 data governance group, the educational opportunity gap oversight and accountability committee, the state ethnic commissions, the governor's office of Indian affairs, the office of the education ombudsman, school districts, and other education and advocacy organizations.

What will happen with the data?

- The office of the superintendent of public instruction and the K-12 data governance group shall revise the statewide student data system to incorporate the student discipline data collection standards recommended by the discipline task force, and begin collecting data based on the revised standards in the 2015-16 school year.

More on data...

- All school districts must collect data on disciplinary actions taken in each school and must record these actions using the statewide student data system, based on the data collection standards established by the office of the superintendent of public instruction and the K-12 data governance group.
- The information shall be made available to the public, but public release of the data shall not include personally identifiable information including, but not limited to, a student's social security number, name, or address.

Data disaggregation

- Gender;
- Foster care;
- Homeless, if known;
- School district;
- School;
- Grade level;
- Behavior infraction code, including:
 - Bullying;
 - Tobacco;
 - Alcohol;
 - Illicit drug;
 - Fighting without major injury;
 - Violence without major injury;
 - Violence with major injury;
 - Possession of a weapon; and
 - Other behavior resulting from a short-term or long-term suspension, expulsion, or interim alternative education setting intervention;

Intervention applied, including:

- Short-term suspension;
- Long-term suspension;
- Emergency expulsion;
- Expulsion;
- Interim alternative education settings;
- No intervention applied; and
- Other intervention applied that is not described in this section

Cross tabulated by:

- school and district;
- race
- low income
- special education
- transitional bilingual
- migrant
- foster care
- homeless
- students covered by section 504 of the federal rehabilitation act of 1973, as amended (29 U.S.C. Sec. 794),
- and categories to be added in the future;
- Behavior infraction code;
- Intervention applied.

Additional changes in the law

- An expulsion or suspension cannot be for an indefinite period of time
 - Any corrective action involving a suspension or expulsion from school for more than ten days must have an end date of not more than one calendar year from the time of corrective action. Districts shall make reasonable efforts to assist students and parents in returning to an educational setting prior to and no later than the end date of the corrective action.

Changes to emergency expulsion

- Emergency expulsions must end or be converted to another form of corrective action within ten school days from the date of the emergency removal from school.
- Notice and due process rights must be provided when an emergency expulsion is converted to another form of corrective action.
- Where warranted based on public health or safety, a school may petition the superintendent of the school district, pursuant to policies and procedures adopted by the office of the superintendent of public instruction, for authorization to exceed the one calendar year limitation provided in this subsection.
 - OSPI to adopt rules outlining **limited** circumstances in which schools can petition to exceed the one year expulsion, including safeguards that the school district has made every effort to plan for the student to return to school

Alternative educational setting

- Nothing in this section prevents a public school district, educational service district, the Washington state center for childhood deafness and hearing loss, or the state school for the blind if it has suspended or expelled a student from the student's regular school setting from providing educational services to the student in an alternative setting or modifying the suspension or expulsion on a case-by-case basis.

Timeline

September
19th

October
17th

November
25th

December
9th

Draft Work Plan

	November	December	2014?
<ul style="list-style-type: none">• Samples of discipline definitions• Existing data sets• Timeline for the work (definitions)	<ul style="list-style-type: none">• Student discipline data from last school year <p>Youth Voice</p>	<ul style="list-style-type: none">• Finalize recommendations for the data manual• Youth voice	
<ul style="list-style-type: none">• Youth voice (subgroup?)			

“Mandatory” v. “Discretionary” Codes and Infractions

Maria Flores
Accountability Research & Policy

Objectives

- ▶ Understand the student discipline data that is required for school districts to report
- ▶ Distinguish between “mandatory” data requirements and other student behaviors and misconduct that is “discretionary” – locally defined at the school district level



“Mandatory”

- ▶ OSPI is required by the Department of Education to collect data certain “mandatory” student discipline incidents
- ▶ School districts and schools must insure accurate data is collected within the “mandatory” discipline codes

Mandatory Discipline Offenses

Weapons (handgun, shotgun/rifle, multiple firearms, other firearms, knife/dagger or other weapon)

Harassment, intimidation and bullying (HIB)

Possession, use, distribution or sale of tobacco products

Manufacture, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.

Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation or importation of any controlled drug or narcotic substance or violation of the district drug policy. Includes the use, possession, or distribution of any prescription or over-the-counter medication (e.g. aspirin, cough syrups, caffeine pills, nasal sprays) in violation of district policy.

Major injury-when one or more students, school personnel, or other persons on school grounds require professional medical attention. *Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.*

Violent incidents w/ major injury:

- Severe fighting that results in a major injury , Assault, Homicide, Malicious Harassment, Kidnapping, Rape, Robbery

Violent Incidents without major injury

- Fighting without major injury, violent incidents without major injury, assault, malicious harassment, kidnapping, rape and robbery

Discretionary

- ▶ Student misconduct that does not fall within the mandatory codes and is determined to disrupt the learning environment (in accordance with state and federal law) is defined at “discretion” of the local school board
- ▶ 09 – Other behavior resulting in a short term suspension (SS), long term suspension (LS) or expulsion (EX) as reported in P09 – Intervention Applied

Role of Local School Boards

- ▶ **RCW 28A.600.010**

- ▶ Every board of directors, unless otherwise specifically provided by law, shall:

(1) Enforce the rules prescribed by the superintendent of public instruction for the government of schools, pupils, and certificated employees.

(2) Adopt and make available to each pupil, teacher and parent in the district reasonable written rules regarding pupil conduct, discipline, and rights, including but not limited to short-term suspensions as referred to in RCW [28A.600.015](#) and suspensions in excess of ten consecutive days. Such rules shall not be inconsistent with any of the following: Federal statutes and regulations, state statutes, common law, and the rules of the superintendent of public instruction. The board's rules shall include such substantive and procedural due process guarantees as prescribed by the superintendent of public instruction under RCW [28A.600.015](#). When such rules are made available to each pupil, teacher, and parent, they shall be accompanied by a detailed description of rights, responsibilities, and authority of teachers and principals with respect to the discipline of pupils as prescribed by state statutory law, the superintendent of public instruction, and the rules of the school district.

For the purposes of this subsection, computation of days included in "short-term" and "long-term" suspensions shall be determined on the basis of consecutive school days.

(3) Suspend, expel, or discipline pupils in accordance with RCW [28A.600.015](#).

Role of School Districts

WAC 392-400-225

School district rules defining misconduct—Distribution of rules.

(1) It shall be the responsibility and duty of each school district to adopt, publish, and make available to all students and parents written rules which state with reasonable clarity the types of misconduct for which discipline, suspension, and expulsion may be imposed. In addition, written procedures for administering corrective action shall be developed and reviewed periodically as follows:

(a) Each school district shall provide for the development with parent and community participation of written procedures for administering corrective action at each school as required by RCW [28A.600.020](#)(3).

(b) In a manner consistent with the district procedures developed pursuant to (a) above, the principal and certificated employees in each school building shall confer at least annually for the purpose of developing, or reviewing, or both, building discipline standards and the uniform enforcement of those standards, as required by RCW [28A.400.110](#).

(2) Rules that establish types of misconduct pursuant to this section must have a real and substantial relationship to the lawful maintenance and operation of the school district including, but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process which is conducive to learning.

(3) The rules set forth in this chapter, the rules of a school district that establish types of misconduct pursuant to subsection (1) above, and the written procedures of a district for administering corrective action adopted pursuant to subsection (1)(a) above, shall be published and made available to all students and parents on an annual basis. If a school district chooses not to distribute such rules to all students and parents, then notice which describes the contents of such rules and specifies the person(s) to contact for a copy thereof shall be provided to students and parents on an annual basis in a manner reasonably calculated to come to their attention.

Role of School

- ▶ **RCW 28A.600.020**

- ▶ (1) The rules adopted pursuant to RCW [28A.600.010](#) shall be interpreted to ensure that the optimum learning atmosphere of the classroom is maintained, and that the highest consideration is given to the judgment of qualified certificated educators regarding conditions necessary to maintain the optimum learning atmosphere.

(2) Any student who creates a disruption of the educational process in violation of the building disciplinary standards while under a teacher's immediate supervision may be excluded by the teacher from his or her individual classroom and instructional or activity area for all or any portion of the balance of the school day, or up to the following two days, or until the principal or designee and teacher have conferred, whichever occurs first. Except in emergency circumstances, the teacher first must attempt one or more alternative forms of corrective action. In no event without the consent of the teacher may an excluded student return to the class during the balance of that class or activity period or up to the following two days, or until the principal or his or her designee and the teacher have conferred.

Student Disciplinary Laws & Policies



Federal Law & Regulations (Department of Education and Office of Civil Rights)
State Law & Regulations (RCW's and WAC's)
Local School District Policies (Board Policy and Student Handbook)
School Rules (school policies, practices and classroom management)

Federal Law & Regulations

(Department of Education and Office of Civil Rights)

State Law & Regulations

(RCW's and WAC's)

Local School District Policies

(Board Policy and Student Handbook)

School Rules (school policies, practices and classroom management)

Considerations for “Discretionary” Discipline Codes

- ▶ 295 School Districts and School Boards
- ▶ Student, Family and Community understanding of definitions
- ▶ Use of data to analyze the system
- ▶ Classroom management systems and interventions
- ▶ Others?

Discussion Questions

- ▶ Given the purpose of defining student behaviors and discipline issues that are locally defined, what additional resources does the committee need to consider and review?
- ▶ What are your hopes and fears for the work?

Discipline Data

Discipline Task Force Meeting
September 19, 2013

Robin G. Munson, Ph.D.

Assistant Superintendent

Division of Assessment and Student Information
Office of Superintendent of Public Instruction

Discipline Data

- Annual Data Collection for Behavior and Weapons (aggregate)
- Student level discipline data
- Other student level data
- Possible discipline data analysis

Annual Data Collection for Behavior and Weapons

- Began in 2003-2004
- Intended to meet federal reporting requirements
- **Aggregate** data submitted at the end of the year
 - By school / grade
 - Number of incidents/suspension/expulsions for severe behaviors and weapons (detail on next slide)
- Currently reported in the K-12 Data and Reports tool (<http://data.k12.wa.us>)

Student-level discipline data

- Began collecting in Comprehensive Education Data and Research System (CEDARS) in 2012-13
- Includes required data for federal reporting
- Data fields:
 - Incident date
 - Behavior type
 - Intervention applied
 - Intervention date and length
 - Interim Alternative Education Setting (IAES) for special education students

CEDARS student-level discipline data

Sample:

- Wile E. Coyote
- Incident date: March 20, 2013
- Fighting without major injury
- Long-term suspension
- Intervention date: March 21, 2013
- 12 days
- Type of weapon: knife or dagger



CEDARS Discipline File

Behavior Types	
Bullying	Violence without major injury
Tobacco	Violence with major injury
Alcohol	Possession of a weapon
Illicit drugs	Marijuana (2013-14)
Fighting without major injury	Major bodily injury (2013-14)

CEDARS Discipline File

Intervention Type

Expulsion

Long-term suspension (more than 10 days)

Short-term suspension

No intervention

Other

CEDARS Discipline File

Weapon Type	
Handgun	Knife or dagger
Rifle or shotgun	Other weapon
Multiple firearms	Firearm and other weapon
Other firearms	

Student-level discipline data

- Can be linked to the other student-level data collected in CEDARS and assessment data
- For each incident, a student may have only one behavior type reported (*“most serious behavior, as determined by the district”*)
- Incident ID
 - Can count incidents by student or school
 - Can connect to other students involved in same incident and their interventions
- Will incorporate into K-12 Data and Reports

Other student-level data

- Student enrollment at district and school
- Student schedules that can be linked to teachers
- Student demographics (gender, race, ethnicity, birth country, language)
- Student academic information (GPA, credits earned, grade history)
- Student programs (FRL, LAP, Title I, Gifted, special education, LEP, etc.)
- Student absences
- State assessments (MSP, HSPE, EOC, WELPA)

Possible discipline data analysis

- Are there regional differences in suspension or expulsion rates? Do schools with similar demographics have similar suspension or expulsion patterns?
- Is there discipline disproportionality by race/ethnicity? Do certain minority groups within a school get suspended or expelled at higher rates than other students?
- Within the Native Hawaiian/Other Pacific Islander category, are Samoan students suspended for longer periods of time for the same types of incidents than non-Samoan students?
- Are highly mobile students suspended or expelled at higher rates than non-mobile students?
- What are academic outcomes (assessment scores, credits earned, graduation, etc.) for students with chronic discipline issues?

Reclaiming Students: the educational and economic costs of exclusionary discipline

September 19, 2013

A Presentation for the Student Discipline Task Force required by Engrossed Substitute Senate Bill 5946

Katie Mosehauer
Washington Appleseed

Anne Lee
TeamChild



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RECLAIMING STUDENTS
The educational and economic costs of exclusionary discipline



Washington Appleseed

Washington Appleseed works to address social and economic problems in our state by developing new public policy initiatives, challenging unjust laws, and helping people better understand and fully exercise their rights. We believe that by engaging both volunteer lawyers and community partners in these efforts, we better identify systemic problems, outline potential solutions and achieve effective and lasting social change.

www.WaAppleseed.org



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TeamChild

TeamChild is a non profit law firm dedicated to upholding the rights of youth involved, or at risk of involvement, in the juvenile justice system to help them secure the education, healthcare, housing and other support they need to achieve positive outcomes in their lives.

www.teamchild.org



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Background

Washington Appleseed, TeamChild, the ACLU of Washington and Garvey Schubert Barer came together in 2010 out of a mutual concern about the negative impact of out of school exclusions on Washington students.



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Research Questions

- How many children are affected by exclusionary discipline in any given school year?
- Who is being removed from the school setting? Do these exclusions disproportionately impact students of a particular race or socioeconomic status?
- How does the use of exclusionary discipline vary across the state?
- What happens to these children once they are removed from the school setting? Do they receive educational services?



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Methodology

- Public disclosure requests sent to all 295 school districts for the 2009-2010 school year.
- Not every district could answer every question posed.
- Despite fluctuations in the number of districts included in our analyses, all of the data does reflect diverse compositions of Washington State School Districts.
- Stakeholder interviews and youth stories included.
- Appendix highlights positive district approaches.



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WA's Disciplinary Framework

The landscape of school discipline for students in Washington public schools is shaped by the Constitution, state laws, state regulations, school district policies, and administrative decisions that take place at the school building level.



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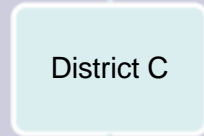
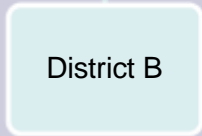
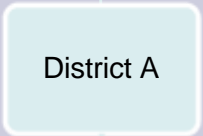
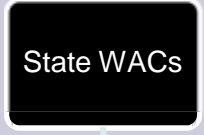
Washington is one of a handful of states with a constitutional right to education

Developed through the state and federal legislative process

Developed by OSPI, Dept. of Education

School District Policies

Building Level Policy and Practices



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State Regulations

- Define short term suspension, long term suspension, expulsion and emergency expulsion
- Outline appeal procedures and due process protections
- Provide for petition for readmission at any time



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District Policies

- Every school district has the authority to adopt discipline policies for student behavior and consequences for misconduct.
- District policies may vary greatly from district to district, but they all must comply with the state laws and state regulations.



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Exclusionary Discipline

- The Reclaiming Students Report focuses on *exclusionary discipline*, meaning a form of discipline that removes a student from a classroom setting and potentially any educational setting.



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Finding 1

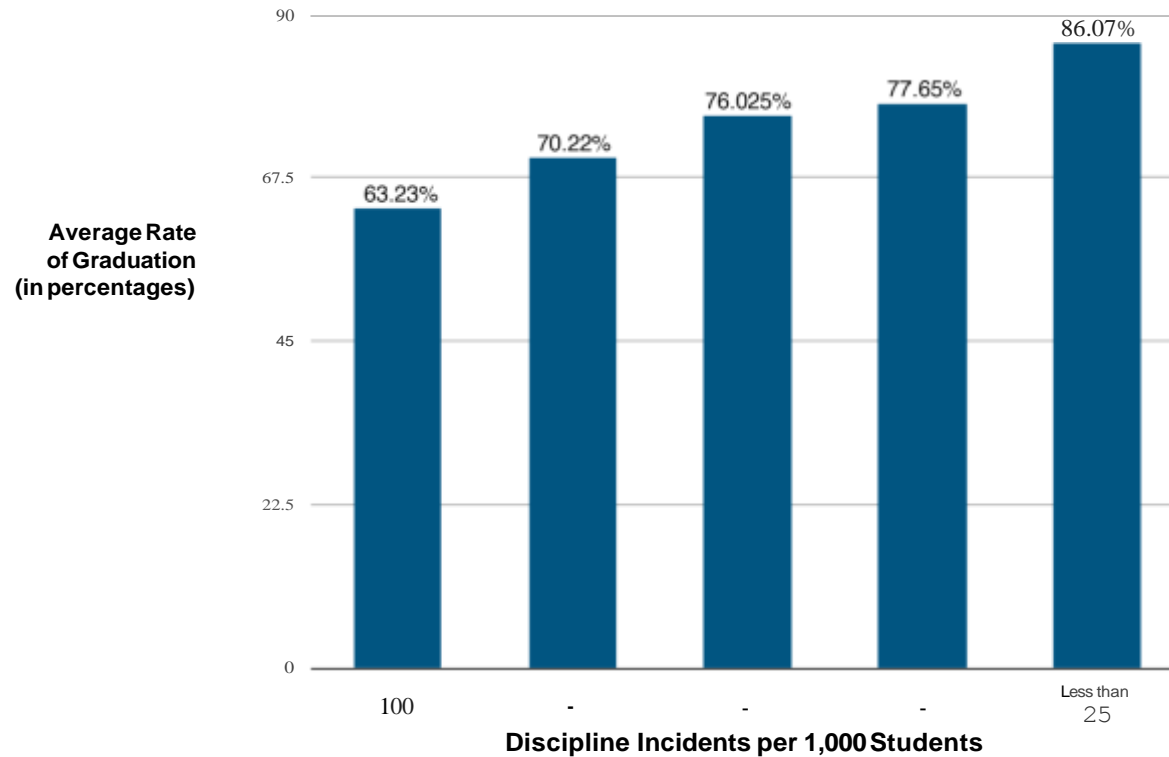
Exclusionary discipline negatively impacted academic success and a student's relationship with the educational system.



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Exclusionary Discipline Rates vs. Graduation Rates in Washington Schools



Data for this analysis is based on OSPI Behavior and Weapons Reports for the 2009 - 2010 school year as well as 2011 graduation rates from OSPI's School District Profiles, published at <http://www.k12.wa.us/ODataAdmin/default.aspx#download>. Only school districts with 1,000 or more students were included in this analysis as districts with fewer students tended to have larger fluctuations in graduation rates year over year due to each student comprising a much higher individual percentage of the total student population.



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- Students in 183 of the state's 295 school districts missed at least **70,000** days of school due to long-term suspensions alone during the 2009-2010 school year, greatly reducing the probability of academic success for these students and increasing their risk of drop out.



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Finding 2

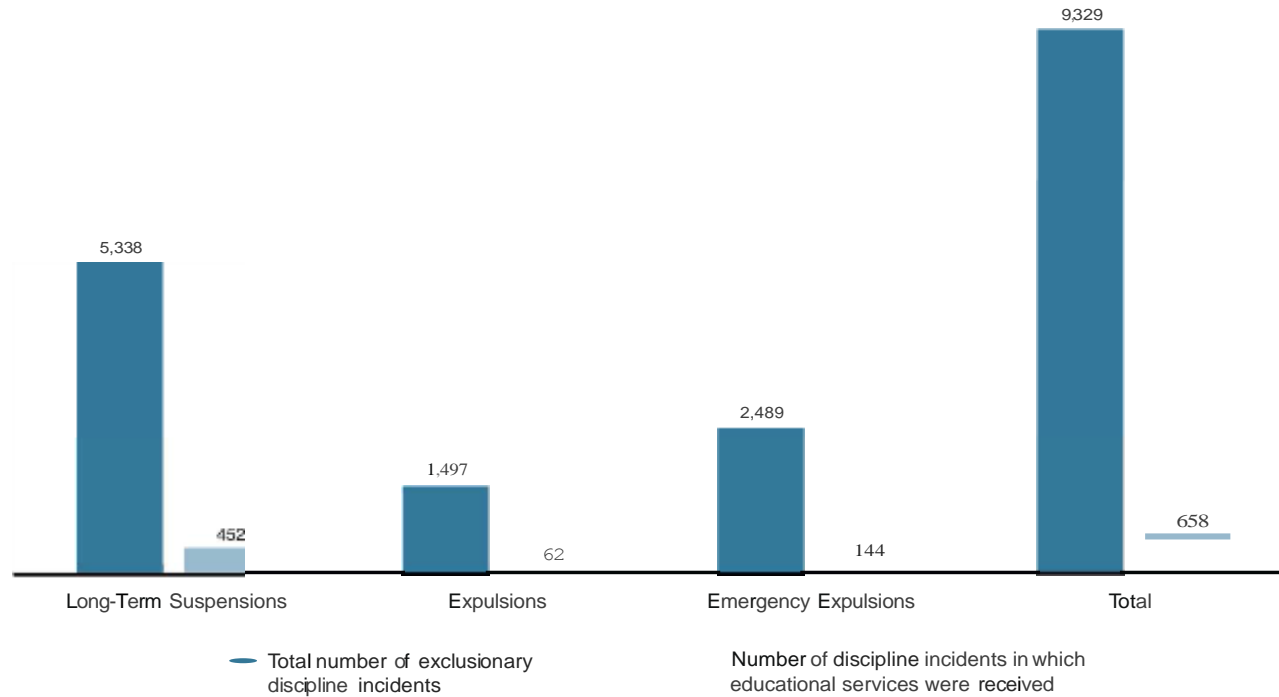
The vast majority of disciplined students did not receive educational services for the duration of their exclusion.



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Frequency of Educational Services Received During Exclusionary Discipline



Data for this analysis is based on responses to the Appleseed report team's public record request from 183 school districts. Though information was requested from all 295 school districts in the state, not all districts could provide the information requested. We recognize the 9,329 discipline incidents included here as a sample size of the state total. Please note the "Total" category includes 5 discipline incidents that were not specifically labeled as a long-term suspension, expulsion, or emergency expulsion.



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Reclaiming Students: A Joint Report by TeamChild and Washington Appleseed



Finding 3

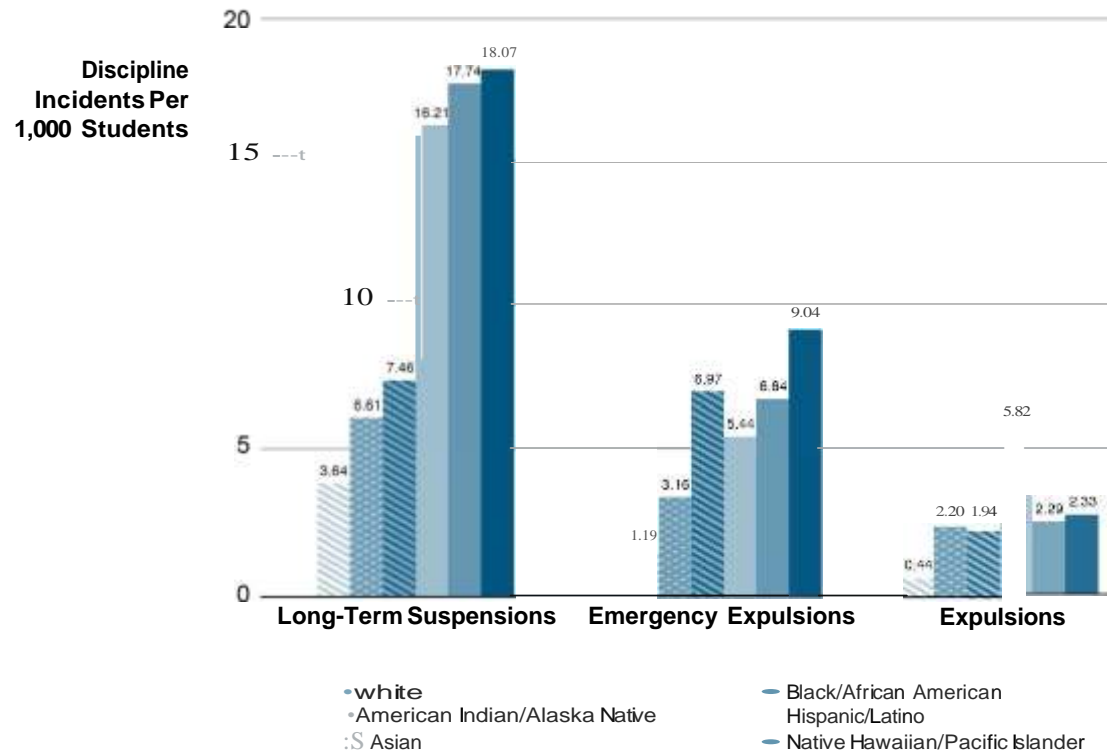
**Exclusionary discipline
disproportionately impacted
students of color and youth
living in poverty.**



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Race/Ethnicity Information by Type of Discipline



Data for this analysis is based on responses to the Appleseed report team's public record request from 177 school districts. Though information was requested from all 295 school districts in the state, not all districts could provide the information requested. Numbers are based on the 2009-2010 enrollment for each demographic group versus the number of discipline incidents for that same group.



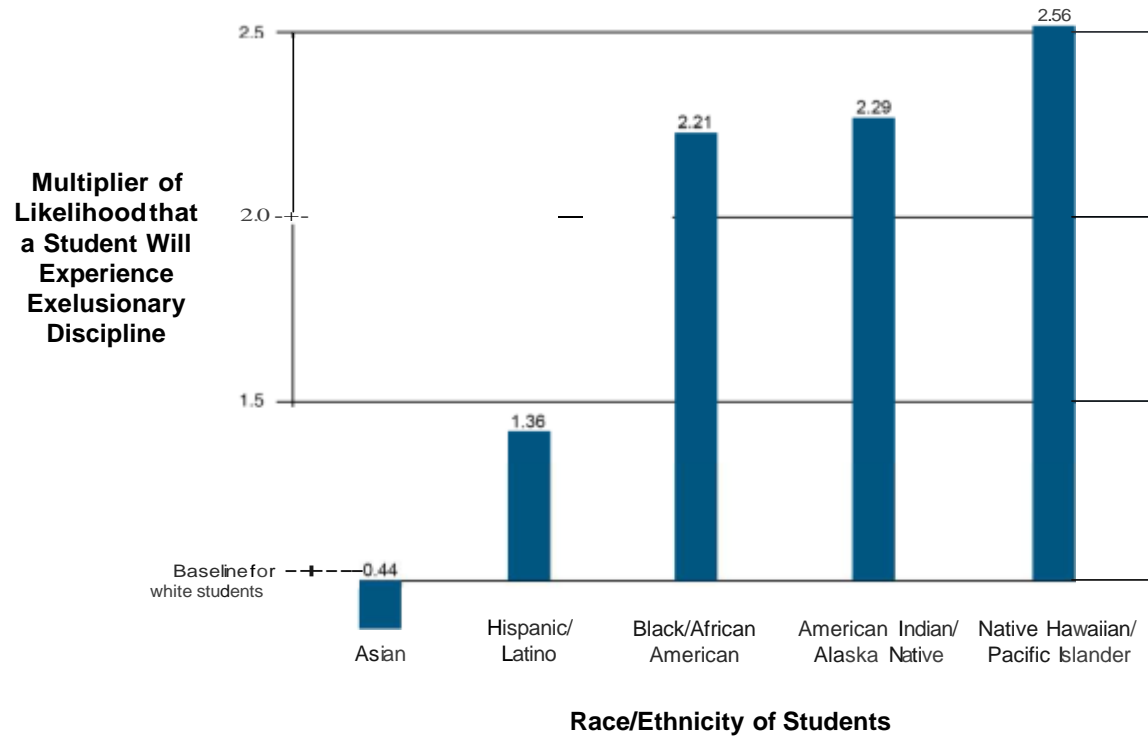
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Likelihood of Experiencing Exclusionary Discipline

A comparison by race/ethnicity



Data for this analysis is based on responses to the Appleseed report team's public record request from 177 school districts. Though information was requested from all 295 school districts in the state, not all districts could provide the information requested because they did not track demographic information for discipline incidents. Some additional school districts reported no discipline incidents matching requested categories and others provided information that could not be disaggregated for statewide analysis.



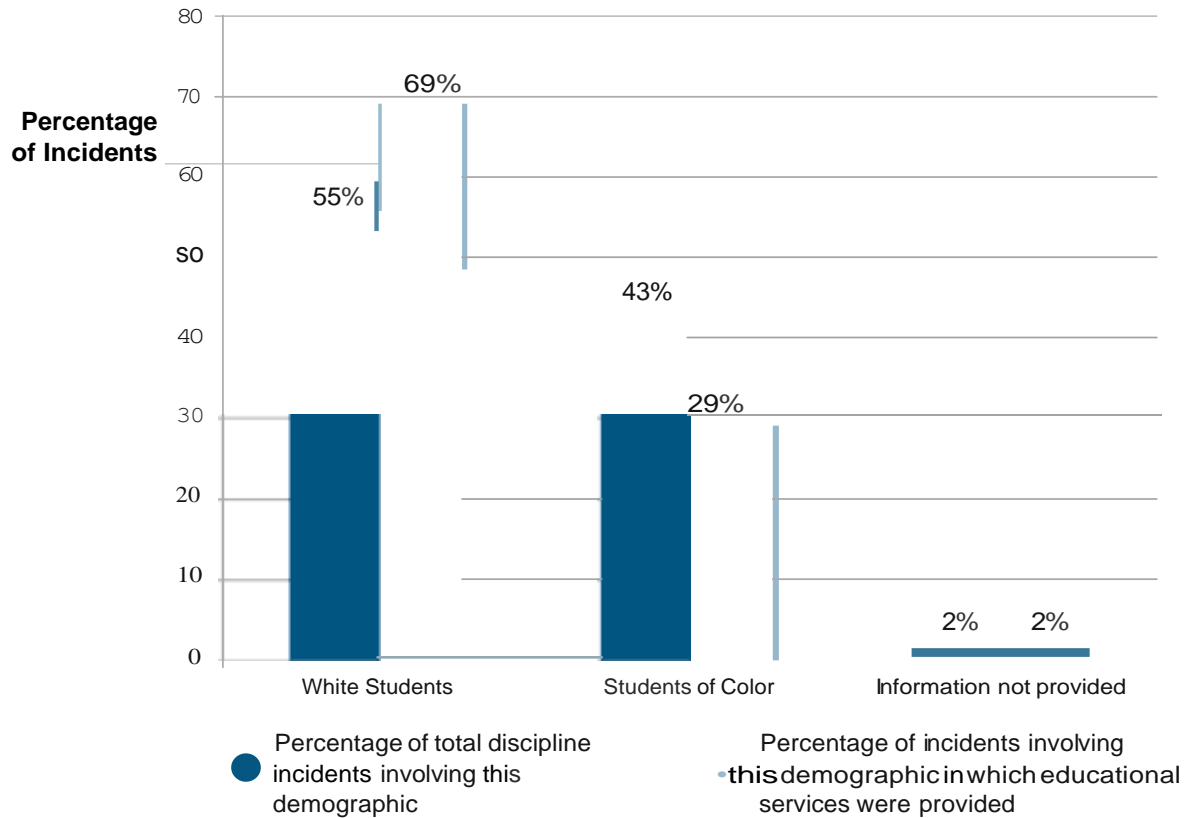
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Access to Education Services

CA Comparison of white students to students of color)



Data for this analysis is based on responses to the Appleseed report team's public record request from 177 school districts. Though information was requested from all 295 school districts in the state, not all districts could provide the information requested.

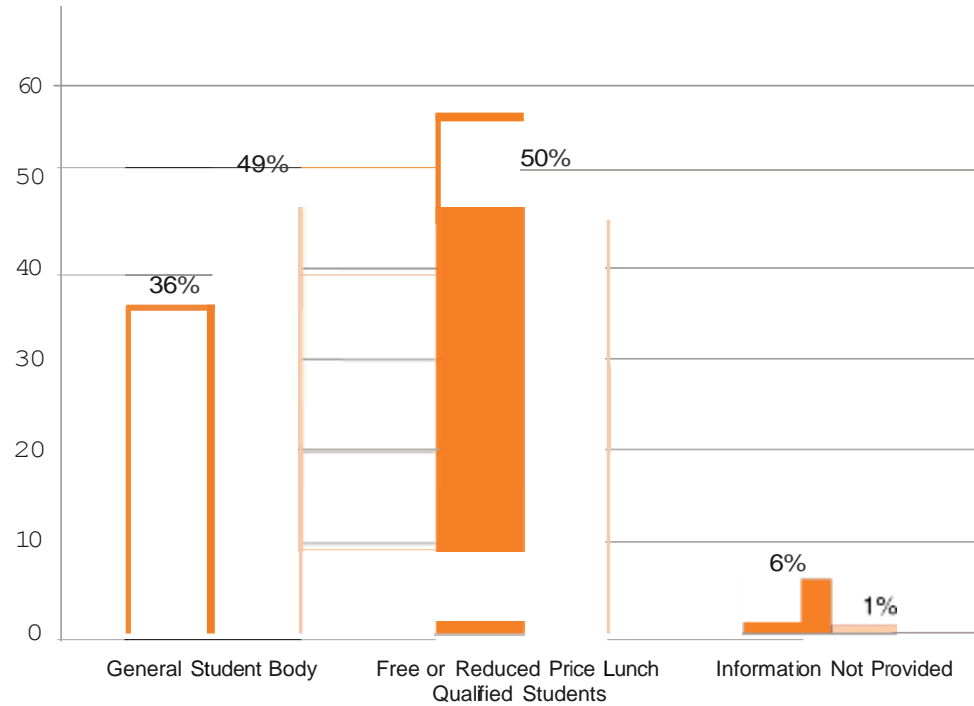


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Percentage of Incidents



● Percentage of total discipline incidents involving this demographic

Percentage of incidents involving this demographic in which educational services were provided

Data for this analysis is based on responses to the Appleseed report team's public record request from 172 school districts. Though information was requested from all 295 school districts in the state, not all districts could provide the information requested.



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“There is clear evidence that these policies seem to be imposed on minority students at a greater rate. The other thing that is interesting to me is that some of the things kids face emergency expulsion for is questionable. One of the big ones in our public schools is defiance of authority or insubordination.”

*Judge Frank Cuthbertson,
Pierce County Superior Court Judge*



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Finding 4

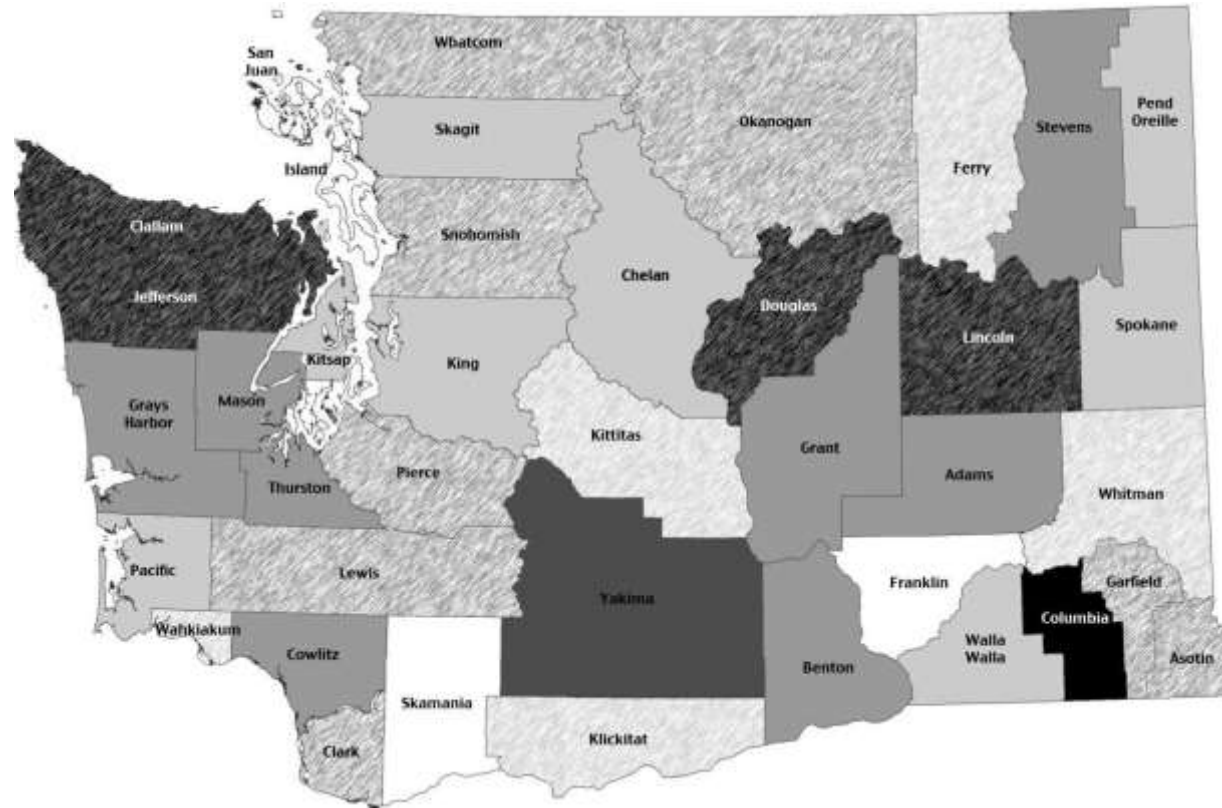
Reliance on exclusionary discipline varied significantly from district to district, even among districts with similar demographic characteristics.



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Discipline Rates (per 1,000 students) by Geography



• Less than 20
 • 20 - 29
 • 30 - 39
 • 40 - 49
 • 50 - 59
 • 60 - 69
 • 70 - 79
 • Over 100

Data for this analysis is based on data from the Office of Superintendent of Public Instruction 2009-10 Behavior Report - Suspensions and Expulsions, retrieved from <http://www.k12.wa.us/SafetyCenter/Behavior/pubdocs/rptBehavior0910.pdf>, and the Office of Superintendent of Public Instruction 2009-10 Weapons Report - Suspensions and Expulsions, retrieved from <http://www.k12.wa.us/SafetyCenter/Weapons/pubdocs/rptWeapons0910.pdf>.



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Finding 5

Discipline data yielded only a partial picture of the number of students impacted by exclusionary practices each year in Washington public schools.



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Recommendations

- Reduce the use of out of school exclusions.
- Require school districts to provide access to educational services during periods of exclusionary discipline.
- Ensure that no student is subject to indefinite exclusion.
- Adopt and follow recommendations of the Educational Opportunity Gap Oversight and Accountability Committee in order to support a reduction in the disproportionate impact of exclusionary discipline on students of color.



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- Require school districts to retrieve excluded students and re-engage them in education.
- Update the statewide Comprehensive Education Data and Research System (CEDARS) so that school districts collect—and the state can review—data showing whether students subject to discipline receive educational services while out of school and whether they return to in-school education.



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- Transforming Washington's current exclusionary discipline practices should be a collective effort. School districts need the support and collaboration of students, parents, the medical community (including pediatricians and mental health providers), juvenile justice professionals, the Department of Social and Health Services (DSHS), community agencies, advocates, and others to support and maximize the work school districts will need to do.



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SB 5946

Student Discipline Task Force



Greg Williamson, Director,
Student Support

Mike Donlin, Program Supervisor,
The School Safety Center



Student Support at OSPI is a resource for school districts and communities regarding a wide array of nonacademic barriers to learning—from bullying to homelessness. While we are here for ALL students, we focus on vulnerable and traditionally underserved populations of students.

Our programs and services include:

- [21st Century Community Learning Centers](#)
- [Children of Incarcerated Parents](#)
- [Compassionate Schools](#)
- [Coordinated School Health](#)
- [Foster Care Youth](#)
- [GATE: Dropout Prevention, Intervention and Retrieval](#)
- [Health Services: School Nurse Corps, Home/Hospital Instruction](#)
- [Homeless Education: McKinney-Vento](#)
- [Institutional Education](#)
- [Mental Health and Schools](#)
- [Military Kids](#)
- [Positive Behavior and Intervention Supports \(PBIS\)](#)
- [Private Education and Home-Based Education](#)
- [Readiness to Learn](#)
- [School Safety Center](#)



The School Safety Center provides resources to schools and parents on a broad spectrum of safety related topics such as bullying, internet safety, substance abuse prevention, suicide prevention, discipline and truancy. We also help schools develop comprehensive safe school plans that prepare schools for on-campus emergencies, security issues, and large scale disasters.

[Behavior Report](#)

[Bullying and Harassment](#)

Cyberbullying & Digital/Internet Safety

[Discipline and Conduct](#)

Emergency Preparedness

[Gangs in Schools](#)

Healthy Youth Survey

Juvenile Sex Offenders in Schools

Lesbian, Gay, Bisexual, Transgender

Student Support

Pandemic Flu Preparedness

(OSPI Health Services)

School Safety Manual

School Mapping Emergency Response System

SOS for Youth

Spanish Language Resources / Recursos en español

[Suicide Prevention](#)

Threat Assessment and Policy

Training and Professional Development

[Truancy \(Becca Bill\) and Compulsory Attendance](#)

[Weapons and Schools](#)

[Youth Safety – Additional Information](#)



Office of Professional Practice: (OPP) provides information and services to school districts, parents, attorneys, the educational community, government agencies, and the general public in three specific areas: Investigations, Fingerprint Records, and Administrative Resource Services.

[Washington Administrative Code \(WAC\) Rules Process](#)

1. [CR 101 Preproposal Statement of Inquiry](#)
2. [CR 102 DRAFT – Public Hearing Scheduled](#)
3. [CR 103 Adopted Rules \(Permanent\)](#)
4. [CR 103 Emergency Adoption](#)
5. [CR 105 Expedited Rule Making](#)

[Manual Changes - Public Hearing Scheduled](#)



Chapter 392-400 WAC:

PUPILS

392-400-200 - Purpose and application.

The purpose of this chapter is to implement RCW 28A.600.015 by prescribing the substantive and procedural due process rights of students served by any program or activity conducted by or in behalf of a common school district.....

Sections:

392-400-205	Definitions.
392-400-210	Student responsibilities and duties.
392-400-215	Student rights.
392-400-220	Student disciplinary boards
392-400-225	School district rules defining misconduct—Distribution of rules.
392-400-226	School district rules defining HIB
392-400-227	School district rules defining students religious rights.
392-400-230	Persons authorized to impose discipline, suspension, expulsion, or emergency removal upon students.



Chapter 392-400 WAC:

PUPILS

DISCIPLINE

392-400-235	Discipline—Conditions and limitations.
392-400-240	Discipline—Grievance procedure.

SHORT-TERM SUSPENSION

392-400-245	Short-term suspension—Conditions and limitations.
392-400-250	Short-term suspension—Prior conference required—Notice to parent.
392-400-255	Short-term suspension—Grievance procedure.

LONG-TERM SUSPENSION

392-400-260	Long-term suspension—Conditions and limitations.
392-400-265	Long-term suspension—Notice of hearing—Waiver of hearing.
392-400-270	Long-term suspension—Prehearing and hearing process.

EXPULSION

392-400-275	Expulsion—Conditions and limitations.
392-400-280	Expulsion—Notice of hearing—Waiver of hearing.
392-400-285	Expulsion—Prehearing and hearing process.



Chapter 392-400 WAC:

PUPILS

EMERGENCY ACTIONS

- [392-400-290](#) Emergency removal from a class, subject, or activity.
- [392-400-295](#) Emergency expulsion—Limitations.
- [392-400-300](#) Emergency expulsion—Notice of hearing—Waiver of hearing right.
- [392-400-305](#) Emergency expulsion—Prehearing and hearing process.

APPEALS

- [392-400-310](#) Appeals—Long-term suspension and expulsion.
- [392-400-315](#) Appeals—Hearing before school board or disciplinary appeal council
- [392-400-317](#) Appeals—Discipline and short-term suspension grievances.
- [392-400-320](#) School board or disciplinary appeal council decisions. Statewide
- [392-400-325](#) definition of excused and unexcused daily absences.

