

McKinney-Vento and Discipline

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Agenda

Zoom Guidelines, Who is Here?

**Washington State Data on
Discipline and McKinney-Vento**

Discipline Model and Guidelines

What Can Liaisons Do?





Vision

Mission

Values

All students prepared for post-secondary pathways, careers, and civic engagement.

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child



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Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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Tribal Land Acknowledgement

I would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and who still inhabit the area today, the Steh-Chass Band of Indigenous people of the Squaxin Island Tribe.



What is the McKinney-Vento Act?

The McKinney-Vento Education of Homeless Children and Youth Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth.



How Does the McKinney-Vento Act Define Homelessness?

The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition:

- Children and youth sharing housing due to loss of housing, economic hardship or a similar reason
- Children and youth living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations
- Children and youth living in emergency or transitional shelters



How Does the McKinney-Vento Act Define Homelessness? Cont.

- Children and youth abandoned in hospitals
- Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g., park benches, etc.)
- Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations
- Migratory children and youth living in any of the above situations



What is an Unaccompanied Homeless Youth?

An unaccompanied youth is defined as:

Not in the physical custody of a parent or guardian

+

Lacks a fixed, regular, and adequate nighttime residence

=

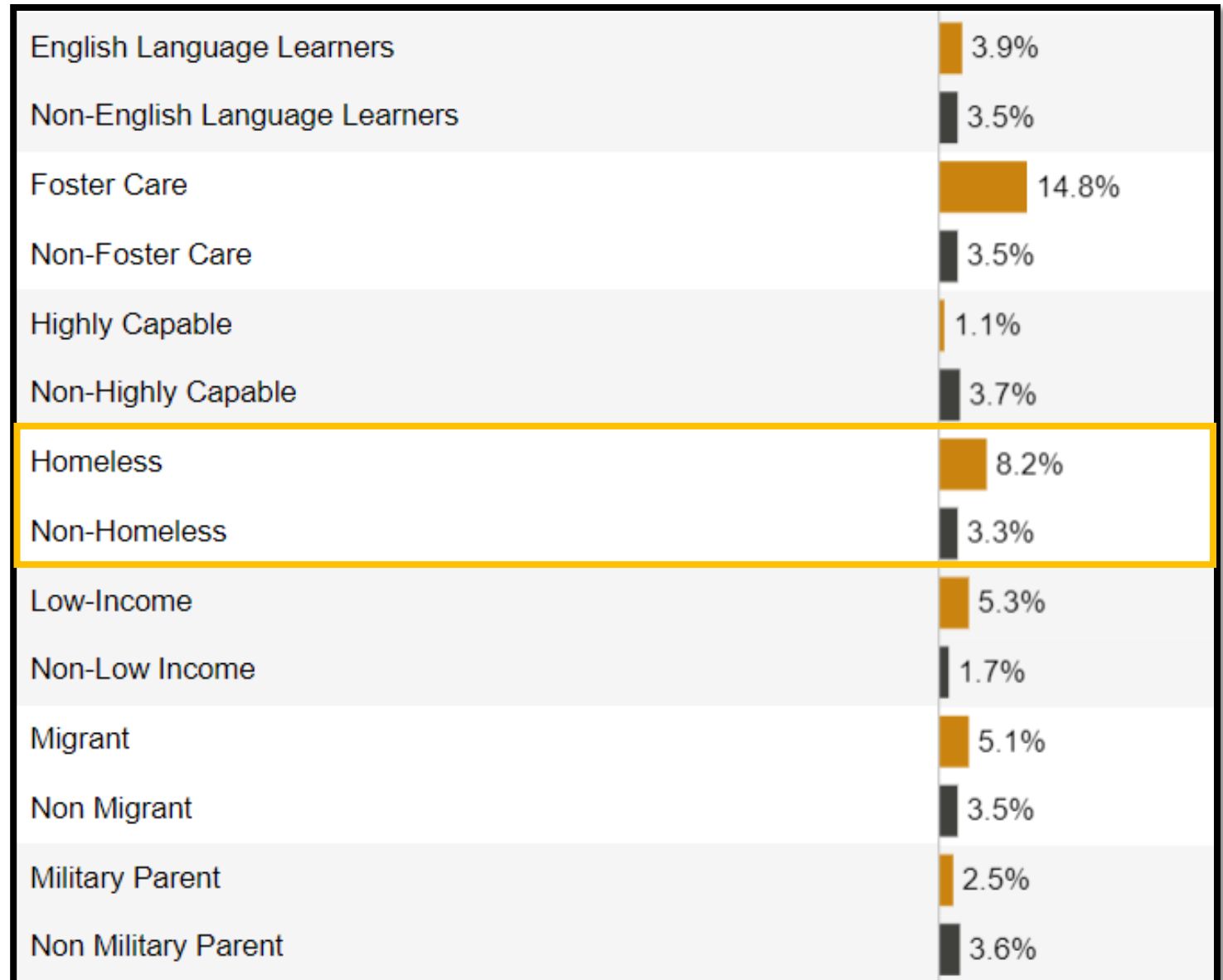
Unaccompanied Homeless Youth



Public schools reported 1.2 million preK-12 students experiencing homelessness during the 2021-2022 school year, a 10% increase over the previous year.



'22-'23 WA State Exclusionary Discipline by Special Programs





Viewing Discipline Through the Lens of Behavioral Science

Why are discipline rates higher for students experiencing homelessness than for students that are housed?

Common Experiences for Homeless Youth



Challenges faced by students experiencing homelessness may include:

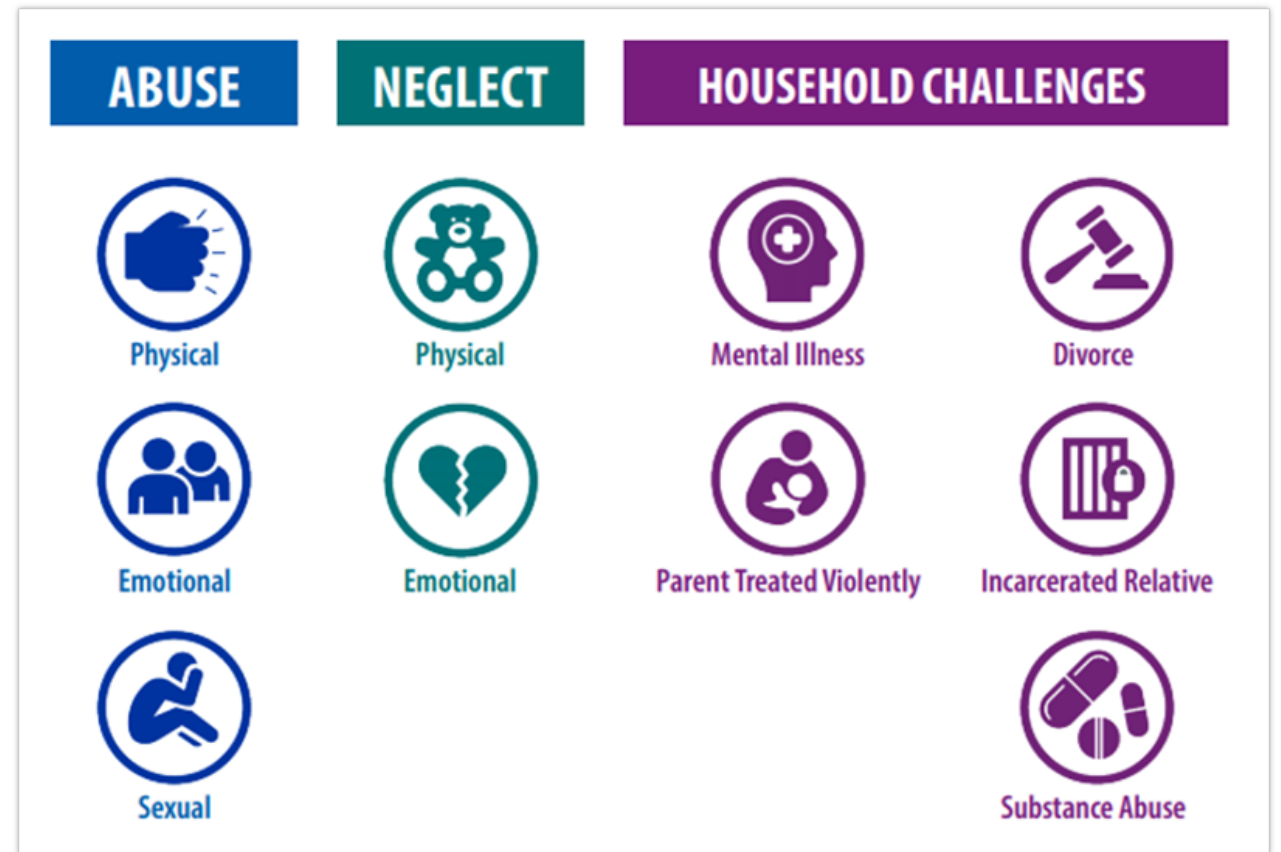
- Significant disruptions to their education
- Struggle to maintain enrollment
- Academic achievement may suffer
- May need to repeat a grade



ACES & Trauma Response

Adverse Childhood Experiences (ACEs) are potentially traumatic events that occur in childhood. ACEs can include violence, abuse, and growing up in a family with mental health or substance use problems.

Toxic stress from ACEs can change brain development and affect how the body responds to stress. ACEs are linked to chronic health problems, mental illness, and substance misuse in adulthood.



3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



PACEs Connection thanks **Building Community Resilience Collaborative and Networks** and the **International Transformational Resilience Coalition** for inspiration and guidance. Please visit PACEsConnection.com to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.

Frontal Lobe
Executive functions,
thinking, planning,
organizing and
problem solving,
emotions and
behavioral control
personality

**Motor
Cortex**
Movement

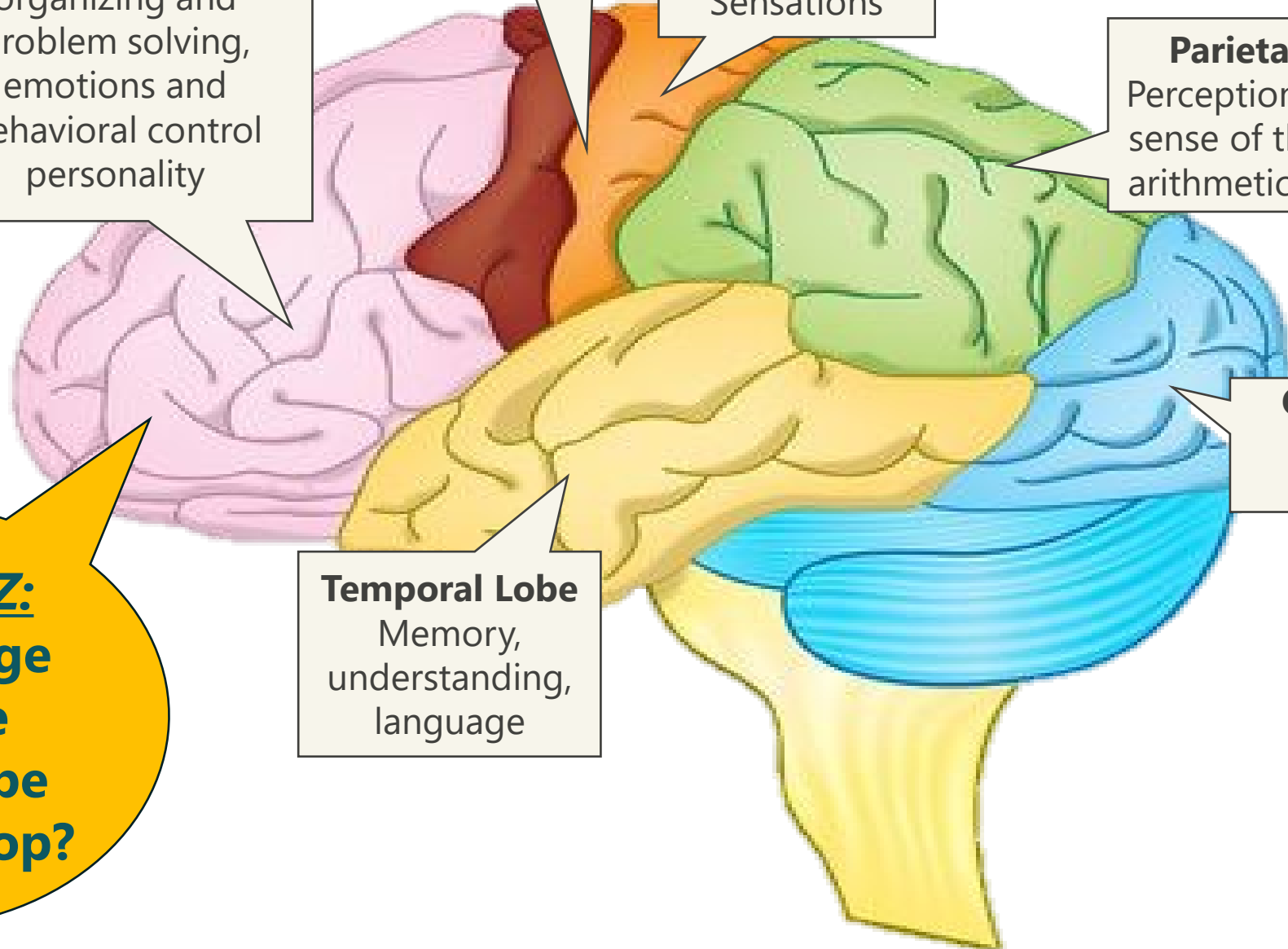
**Sensory
Cortex**
Sensations

Parietal Lobe
Perception, making
sense of the world,
arithmetic, spelling

**Occipital
Lobe**
Vision

Temporal Lobe
Memory,
understanding,
language

POP QUIZ:
**At what age
does the
frontal lobe
fully develop?**



The Brain Science Behind Emotional Dysregulation

ADULTS TOO!



Fight



Flight



Freeze

FLIPPING your lid

HAND MODEL OF THE BRAIN

FLIPPING YOUR LID: WHEN EMOTIONS TAKE OVER

WHEN YOUR THINKING BRAIN IS IN CHARGE

LIMBIC SYSTEM: HIPPOCAMPUS (MEMORY)

AMYGDALA (EMOTIONS)

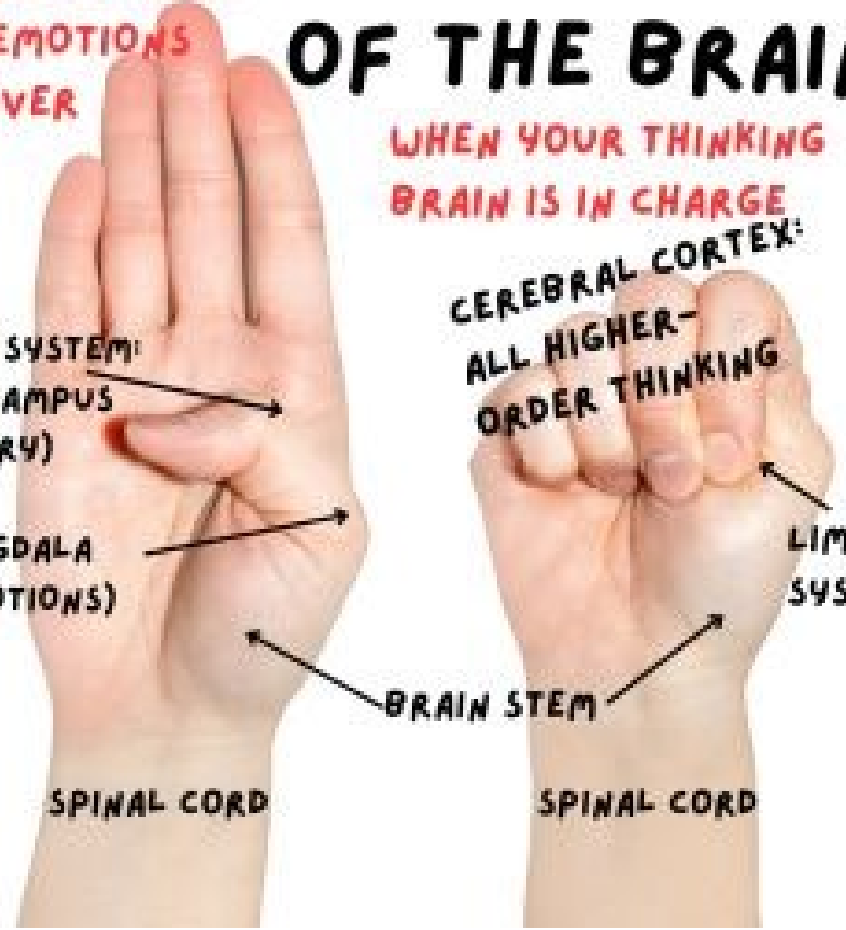
SPINAL CORD

CEREBRAL CORTEX: ALL HIGHER-ORDER THINKING

LIMBIC SYSTEM

BRAIN STEM

SPINAL CORD



5 Years After: The Post-Katrina Impact on Children



Children displaced by Katrina were **4.5 times more likely** to have **symptoms consistent with serious emotional disturbance (SED)**

45% of parents that said their **children were experiencing emotional or psychological problems** that they did not have prior to Katrina.

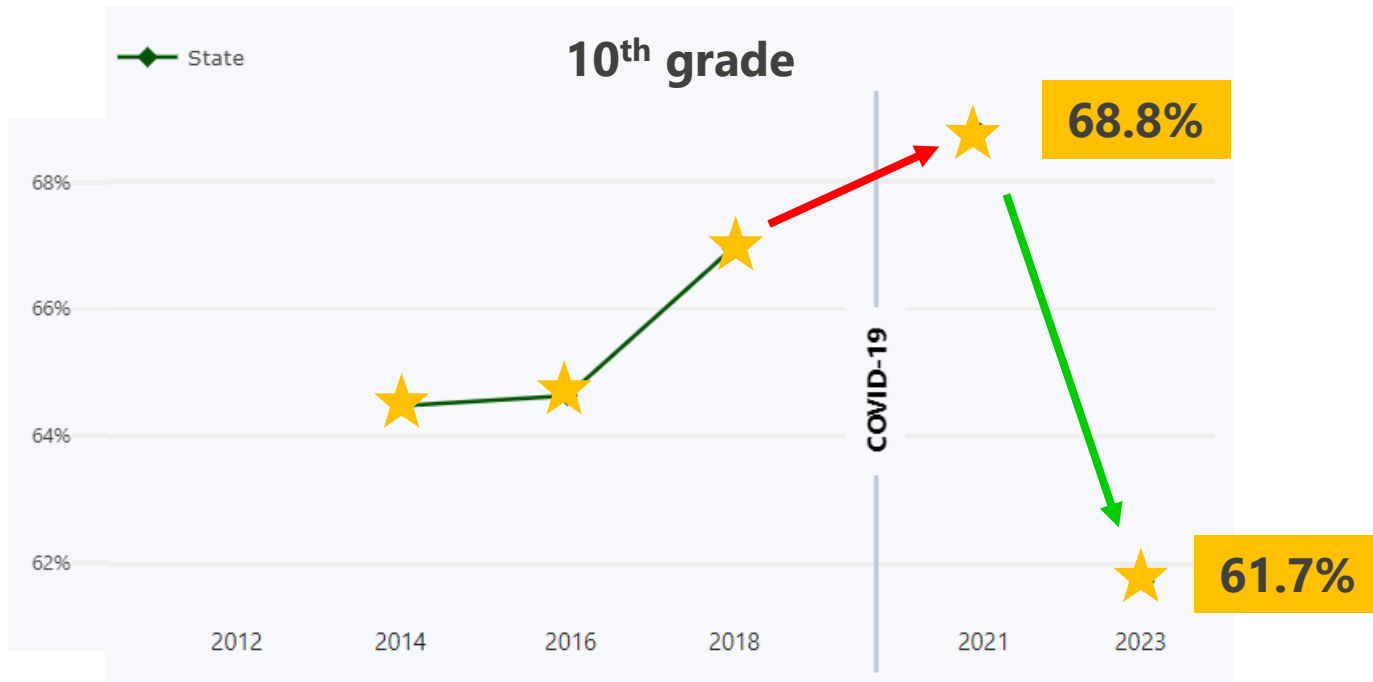
52% of parents who thought their **children needed professional help** for these problems, **did not receive it.**

What will be the post-COVID impact on students?

Legacy of Katrina: The Impact of a Flawed Recovery on Vulnerable Children of the Gulf Coast, National Center for Disaster Preparedness; Children's Health Fund, 2010

WA Healthy Youth Survey – A Glimpse of Hope...

Students feeling bothered by feeling **nervous**, **anxious**, or **on edge** several days or more over the last 2 weeks.



	2021	2023	
8 th	62.4%	54.6%	▼7.8%
10 th	68.8%	61.7%	▼7.1%
12 th	73.8%	66.7%	▼7.1%

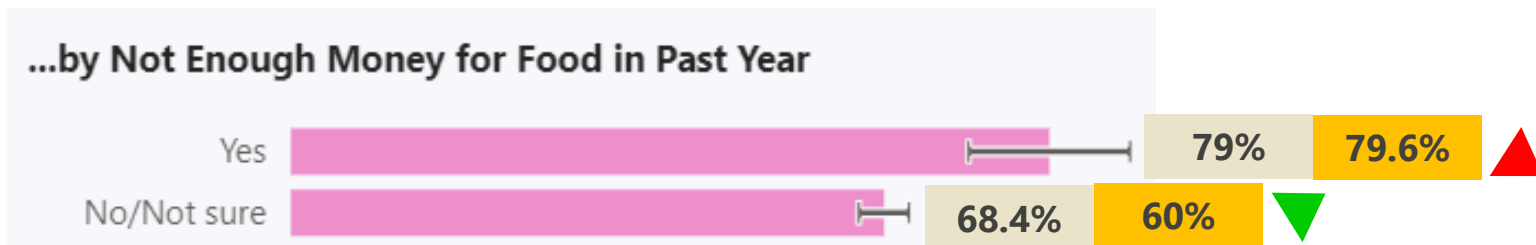
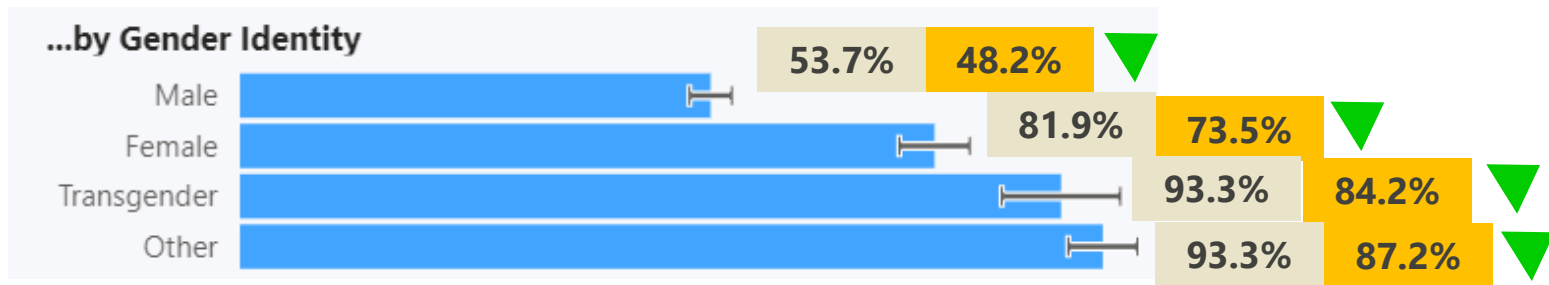
WA Healthy Youth Survey – ... But Stay Curious

Students feeling bothered by feeling **nervous**, **anxious**, or **on edge** several days or more over the last 2 weeks.

10th grade

2021

2023 average = 61.7%



Disaggregated data can often tell a different story



Emotional, Behavioral, & Cognitive Symptoms of Stress

Affective/Emotional	Behavioral/Physical	Cognitive
Depression	Shaking/tremor	Intrusive thoughts
Agitation	Shortness of breath	Reliving past trauma
Fear	Restlessness	Confusion
Anger	Change in sleep	Decreased attention/concentration
Shock	Withdrawal	Hypervigilance
Denial	Headache	Uncertainty



Behaviors Associated with Disproportionate Discipline

Subjective Behaviors:

- *Defiance*
- *Disobedience*
- *Disruption*
- *Disrespect*

When these behaviors are not clearly defined, they can be value-fueled and rooted in historical compliance-or-consequence systems.

Non-Violent Behaviors:

- *Dress code*
- *Diction* (Inappropriate Language)
- *Distracting Devices* (cell phones)



Ways Trauma Manifests in the Classroom

▶ When you see...

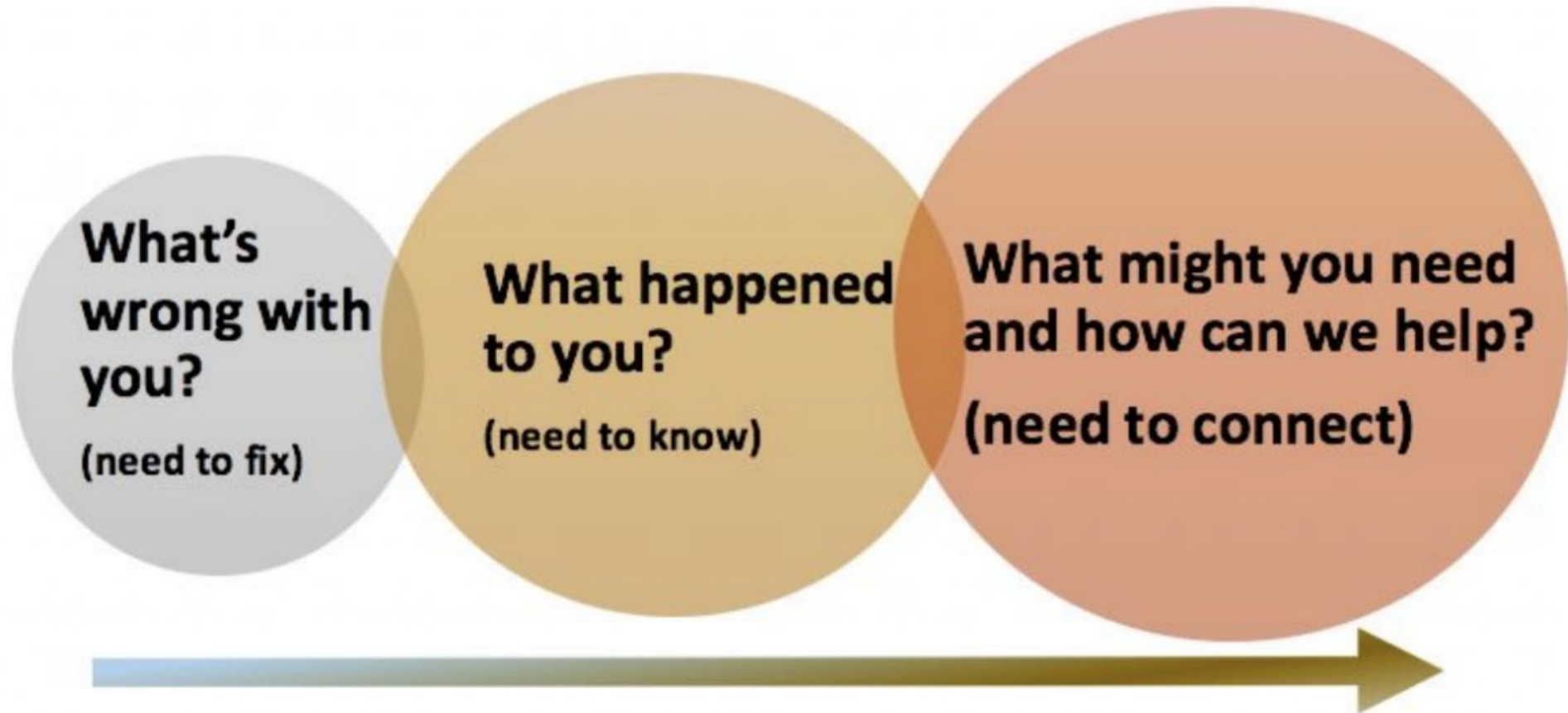
- ▶ Class Avoidance
- ▶ Outbursts
- ▶ Disengaged
- ▶ Spotlight/ Class Clown
/Laughing/ Over-Compensating
- ▶ Disruptive

▶ Get Curious! Are they...

- ▶ Stressed
- ▶ Bored
- ▶ Hungry
- ▶ Embarrassed
- ▶ Always on high alert
- ▶ Easily over-stimulated
- ▶ Struggling with learning disabilities
- ▶ Undiagnosed/Untreated mental health



Paradigm Shift on Unwanted Behavior



“Challenging behavior is most likely to occur when the demands placed on a student exceed his or her capacity to respond adaptively (appropriately). Therefore, the usual explanations for misbehavior don’t make much sense.”

-Dr. Ross Greene

Lost & Found: Helping Behaviorally Challenging Students
www.livesinthebalance.org



Lagging Skill Areas

- **Executive Function**

- Cognitive processes - attention control, inhibitory control, working memory, cognitive flexibility, reasoning, problem solving, and planning.

- **Language Processing**

- The way humans use words to communicate ideas and feelings, and how such communications are processed and understood.

- **Emotional Regulation**

- A complex process that involves initiating, inhibiting, or modulating one's state or behavior in a given situation.

- **Cognitive Flexibility**

- The human ability to adapt the cognitive processing strategies to face new and unexpected conditions in the environment

- **Social Interaction**

- Societally designed rules, institutions, and systems of normalized interaction.



Disruptive Behaviors

Classroom-managed Disruptions

- Refusal to do work
- Argue with the teacher
- Calling out
- Tapping pencil/objects
- Talking to thers
- Unnecessary movement (out of seat/fidgeting)
- Touching others

CHECK-IN:

- What student needs were not being met in those moments?
- Support and/or accommodation needs?

Office-managed Disruptions

- Disruption escalated into a physical or verbal confrontation
- Minor actions repeated to the point of an "un-teachable" learning environment

CHECK-IN:

When you ask for outside support, always follow up with the student so the relationship is repaired where it was harmed.



Paradigm Shift on Discipline Practices

Punishment-Based


- Exclusionary
- Relies on Power & Control
- Done TO
- Reactive
- Activates stress responses (fight, flight, freeze, fawn)
- Adult Oriented
- Technical Strategies

Responsive

- Inclusive & Restorative
- Relies on Relationships & Restorative
- Done WITH
- Proactive & Responsive
- Activates "safe" responses
- Student Oriented
- Adaptive Strategies



Paradigm Shift in Discipline Practices



**A major change in
the worldview,
concepts, and
practices of how
something works.**

Skills

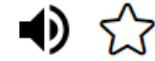
Attitude

Knowledge



discipline

[dis-uh-plin] [SHOW IPA](#)



See synonyms for: [discipline](#) / [disciplined](#) / [disciplines](#) / [disciplining](#) on [Thesaurus.com](#)

noun

1. **training** to act in accordance with rules; [drill](#):
military discipline.
2. an activity, exercise, or regimen that **develops or improves a skill** [training](#):
Sticking to specific and regular mealtimes is excellent discipline for many dieters.
3. a branch of **instruction or learning**:
the disciplines of history and economics.
4. **punishment inflicted** by way of correction and training.
5. the rigor or training effect of experience, adversity, etc.:
the harsh discipline of poverty.
6. behavior in accord with rules of conduct; behavior and **order maintained** by training and **control**:
good discipline in an army.
7. a set or system of rules and regulations.
8. *Ecclesiastical.* the system of government regulating the practice of a church as distinguished from its doctrine.
9. an instrument of punishment, especially a whip or scourge, used in the practice of **self-mortification** or as an instrument of **chastisement** in certain religious communities.

How Do We
Define
Discipline?

Social Discipline Window

Doing WITH - Restorative

Brain State: Relaxed Alertness

- Connected & Accountable to community
- Reflective & Attuned to others

Doing TO - Punitive

Brain State : Anxious Vigilance

- Hypervigilance for Threat
- Reduced memory & Executive Functioning

Doing FOR - Permissive

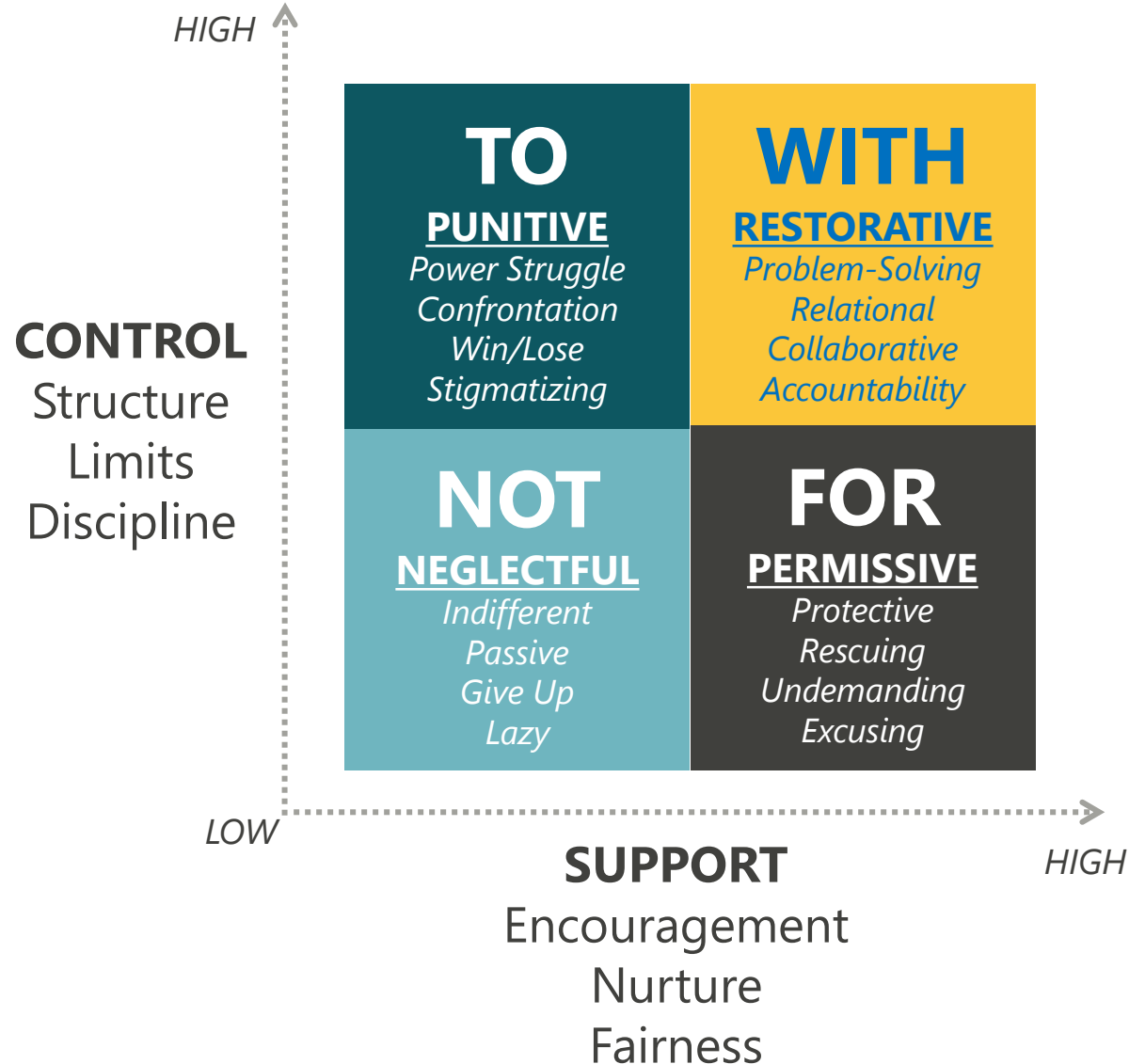
Brain State : Passive Enabled

- Excusal
- Positive reinforcement for negative behaviors

Doing NOTHING - Neglectful

Brain State : Reactive Defensive

- Distressed & Neglected
- Unable to pay attention



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Adapted by Paul McCold & Ted Wachtel



History of WA Discipline Laws

"Back in my day..." – Perspective Building

What was school discipline like when you were a student?

- What was effective?
- What wasn't effective?

*Washington State
banned corporal
punishment in
schools in 1993*



Times Have Changed

Historically, attending school was a **PRIVILEGE**.
Now, it's not only a **REQUIREMENT**, it's a protected **RIGHT**
that schools have a **RESPONSIBILITY** to support!

1996 - The "BECCA Bill" - requires children ages 8-18 must be in school, full-time, every day.

2004 - The Individuals with Disabilities Education Act (IDEA) - federal law that guarantees free appropriate public education (FAPE) is provided to eligible students with disabilities.

2016 - House Bill 1541 - requires schools to attempt "other forms of discipline" before excluding a student for non-safety related behaviors.



Zero Tolerance Discipline

- Mandatory administration of predetermined consequences
- Consequences imposed as a form of punishment
- Removal from instructional settings
- Exclusions from lunch, recess, after-school activities, school sports and social events
- Often, the severity of consequences exceeds nature of behavior
- Uniformly applied without consideration of mitigating circumstances or context of student or situation



The Appeal of Exclusionary Discipline

Exclusionary practices are adult behaviors that:

- May provide temporary relief
- Do not support students in meeting behavioral expectations
- May incentivize repeated use of exclusionary practices

Educators that overly rely on exclusionary practices:

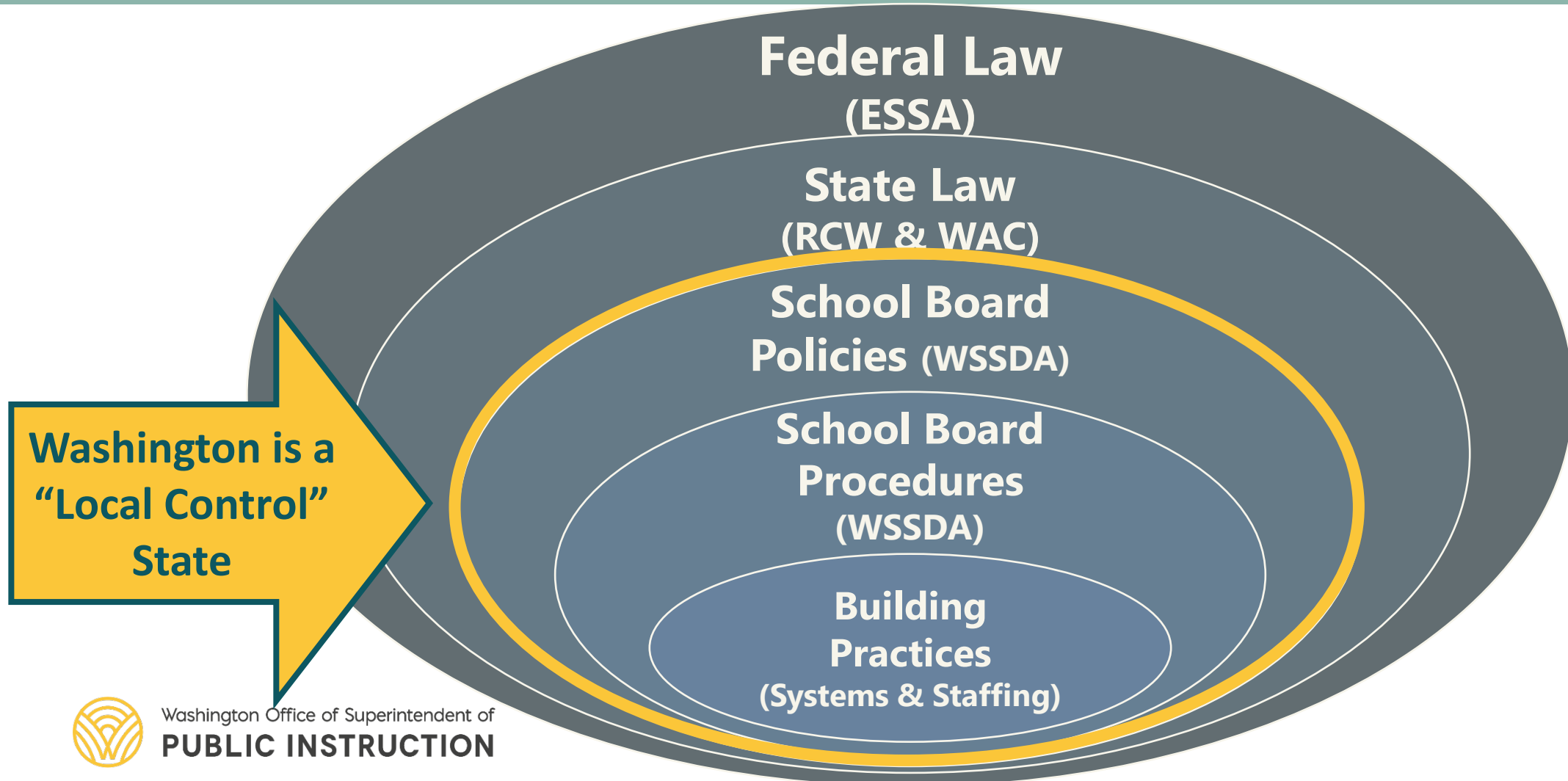
- Are capable of learning replacement behaviors
- Should receive support through professional learning opportunities, additional classroom or school personnel, coaching, etc.





WA State Discipline Laws

School Discipline Guidance



What is a District's Responsibility?

Washington is a local authority state

- School districts establish board policies that meet minimum federal & state laws
- WSSDA develops model policy language in collaboration with education lawyers and practitioners



Has your school board adopted by a policy and a procedure?

Are they up to date and compliant?

Board Policies to Review:

- **3115** – Students Experiencing Homelessness
- **3225** – Threat Assessment
- **3241** – Student Discipline

Note revision dates to ensure they are compliant with current laws!

Question we all want answered: Is there any obligation to provide education services to a student who is homeless and is excluded from school due to behavior?

Student discipline and expulsion rules apply to students in homeless situations in the same way they apply to housed students. *However, schools must be careful not to discipline or penalize students for behavior related to their homelessness.*

Considerations: “The failure to provide such exemptions would **create a barrier to the retention in school of students experiencing homelessness**”, in violation of the McKinney-Vento Act. 42 U.S.C. §§11432(g)(1)(I), (g)(7)



**Suspended from school bus?
Access to educational services?**

Washington State Legislation



Revised Code of Washington (RCW)

- LAWS -

Enacted by State Legislature and signed by the Governor
Enacted by voters (initiatives & referendums)

Washington Administrative Code (WAC)

- REGULATIONS -

Issued by state agencies
Provides structure and clarity for what is and isn't allowed under state law



How Does Discipline and McKinney-Vento Relate to One-another?

Purpose of Discipline:

One of the purposes of Washington discipline regulations is to ensure that school districts in Washington:

“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;”

See WAC 392-400-010(5)



WAC 392-400 in **ONLY TEN BULLET POINTS!**

1. Teachers must first attempt other forms of discipline before excluding a student for behavior that isn't an immediate and continuing danger
2. Exclusions must be reported to principal & parents as soon as possible
3. An initial hearing must be held to gain student perspective and share findings
4. Make individualized consideration of violation and nature of circumstances
5. Students must be provided educational services while excluded
6. Suspensions and expulsions must be reported by written notice to the district and parents within one school business day
7. Exclusions must have a clear end date within the same school year of the violation
8. Language assistance must be provided to students and families with limited English proficiency, both in verbal notification and in written notice
9. Student should be to regular education setting as soon as possible
10. Petitions for readmission must be accepted at any time

Behavioral Violation

WAC 392-400-025(1) "Behavioral violation" means **a student's behavior that violates a school district's discipline policy** adopted under WAC 392-400-110.

In accordance with WAC 392-400-110(1), district policies and procedures must:

- (a) **Clearly state the types of behaviors** for which discipline, including suspension and expulsion, may be administered;
- (b) Have a **real and substantial relationship to the lawful maintenance and operation of the school district** including, but not limited to, the **preservation of the health and safety of students and employees** and the **preservation of an educational process that is conducive to learning;**



**Off-campus or online?
"Nexus" to school required.**



Defining Exclusionary Discipline

"Classroom exclusion" - the exclusion of a student from a classroom or instructional or activity area for behavioral violations.

Classroom exclusion does not include actions that result 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.***

"Suspension" - a denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes (in-school, short-term, long-term).

"Expulsion" - a denial of admission to the student's current school placement in response to a behavioral violation

"Emergency expulsion removal" - 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.

RCW 28A.600.020 - Teacher Rights vs Responsibilities

(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.**

District Discretion Under State Law

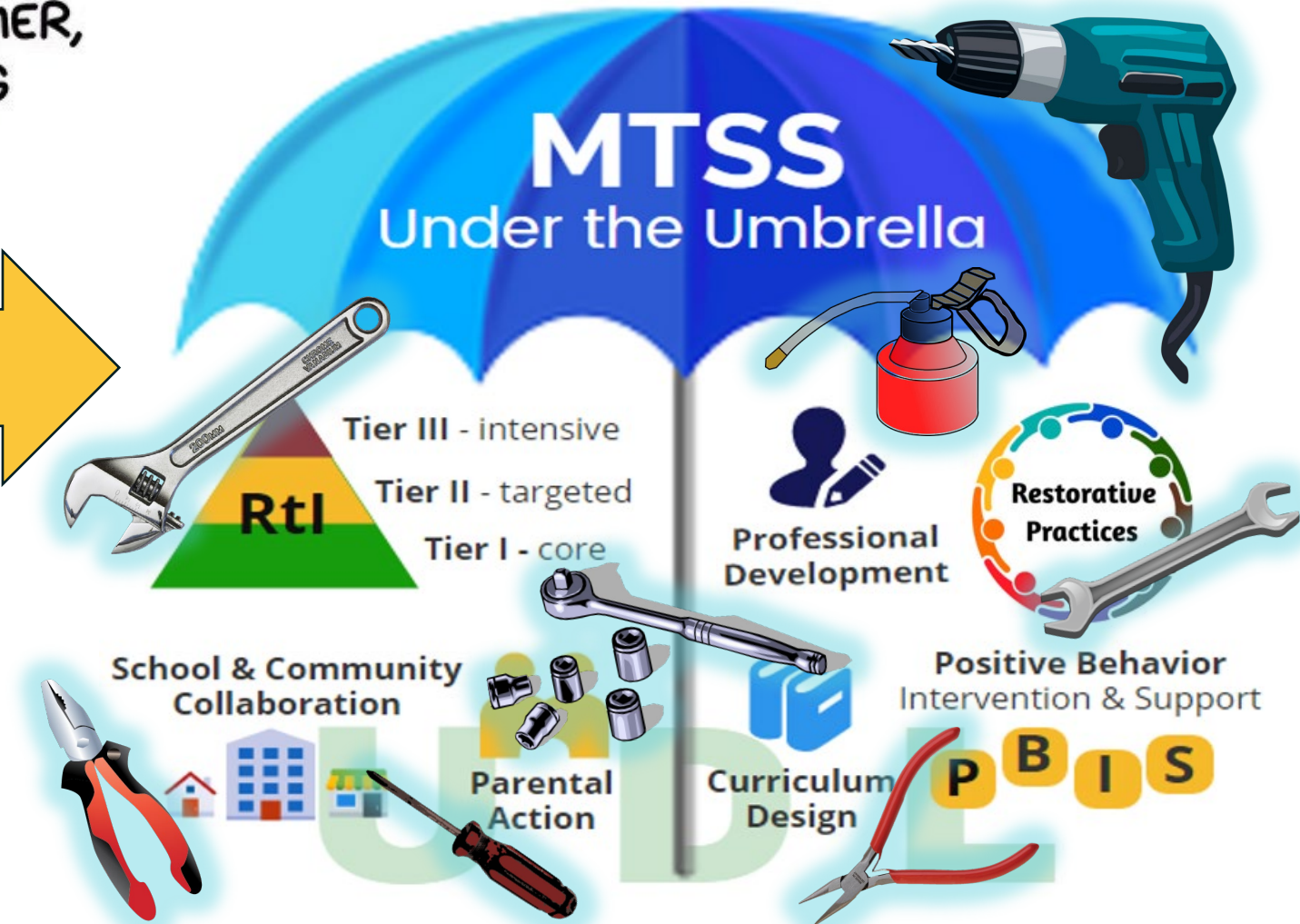
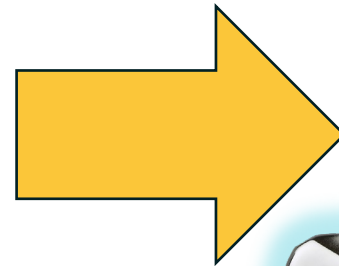
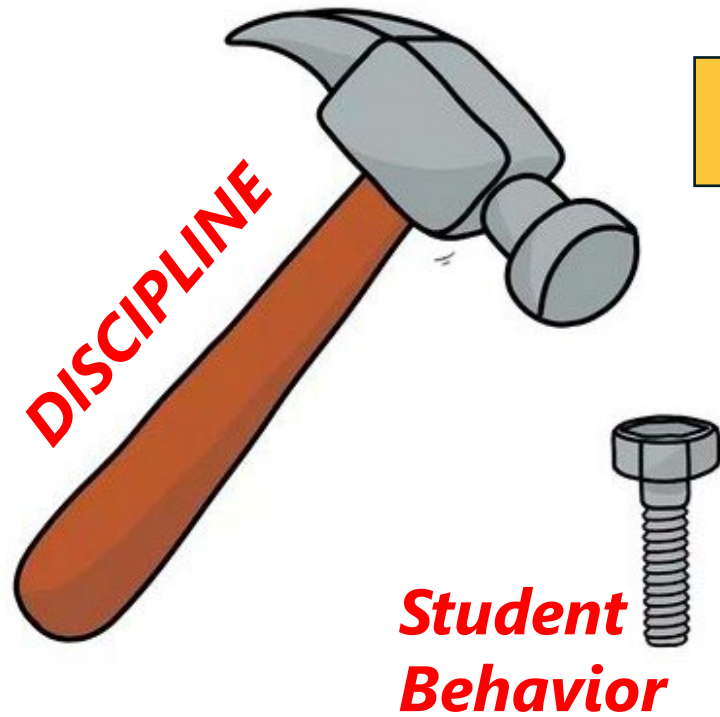
Before administering a classroom exclusion or suspension,
a school district must first attempt one or more
"other forms of discipline"
to support the student in meeting behavioral expectations.

WAC 392-400-330 & WAC 392-400-435

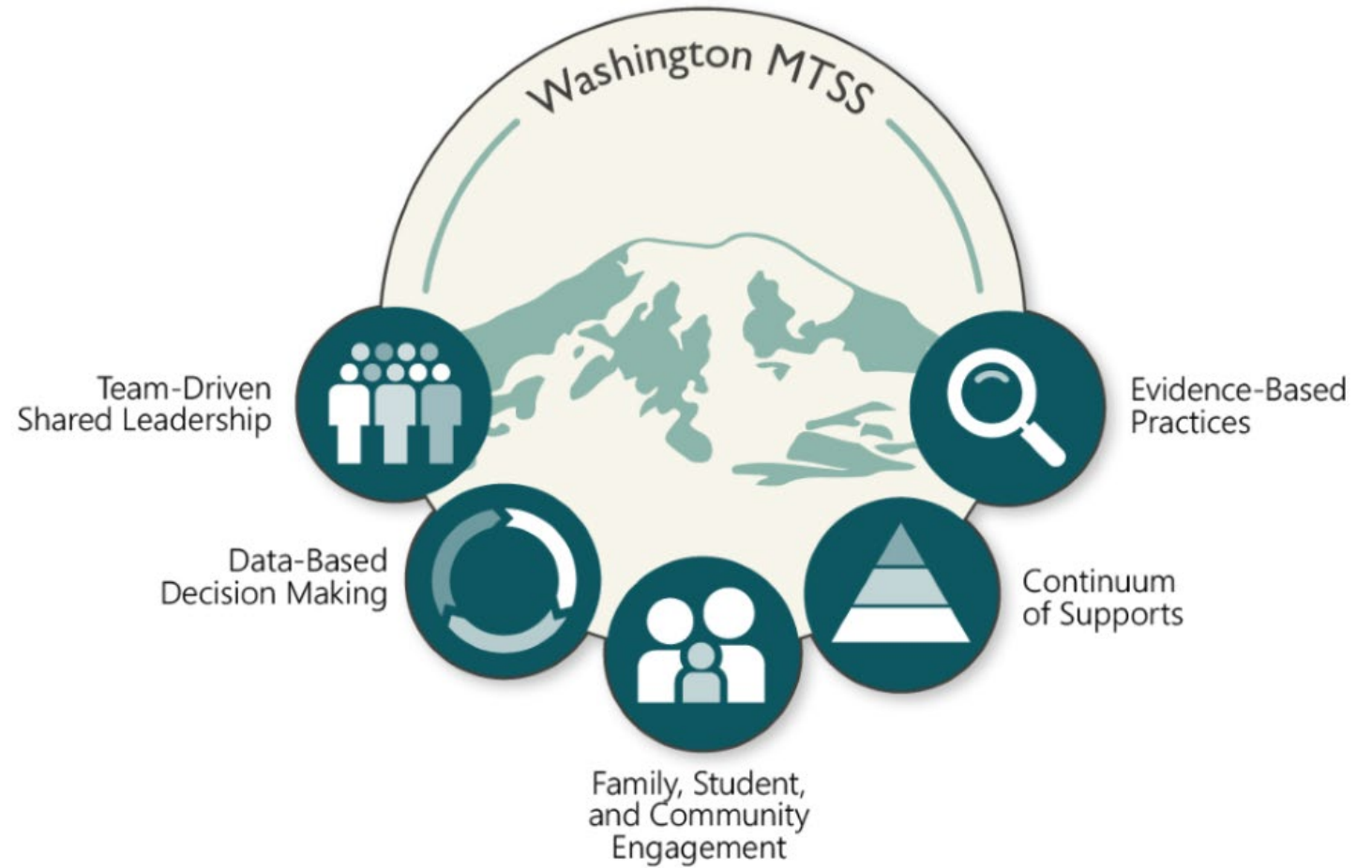


Other Forms of Discipline

“IF THE ONLY TOOL YOU HAVE IS A HAMMER,
IT IS TEMPTING TO TREAT EVERYTHING
AS IF IT WERE A NAIL”



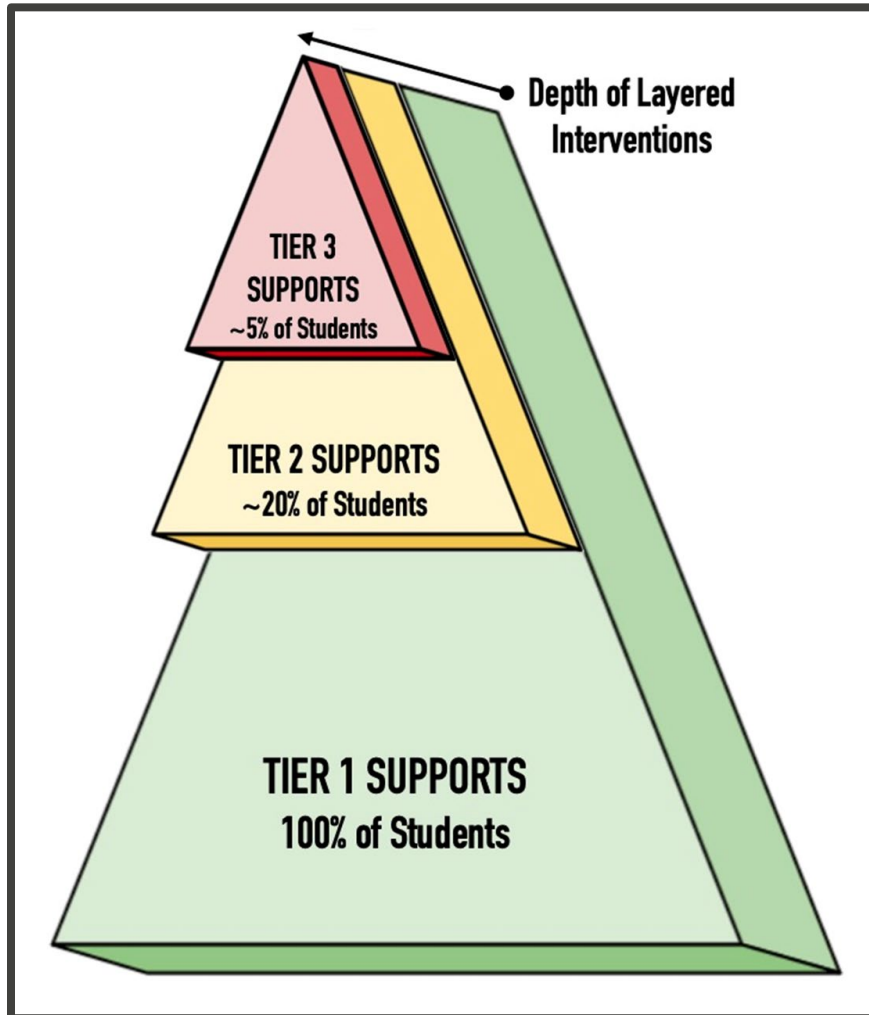
MTSS Multi-Tiered Systems of Support



“MTSS is something to help organize the adults and their implementation of best practices within classrooms and schools. MTSS is not about organizing kids as much as it is about organizing what we do for and with kids and their families.”

- Dr. George Sugai, Professor Emeritus
University of Connecticut

Providing Integrated Supports in a Tiered Framework



Tier 3 Intensive and Individualized Support
5% of Student Population

Tier 2 Targeted and Small Group
15% - 20% of Student Population

Tier 1 Universal Support for ALL Students
100% of Student Population

Each layer of support is
stacked upon the
previous.



SCAN ME

Support Through an MTSS Framework

Tier 2 and 3 are considered
"other forms of discipline"

Tier 3

Few Students

- Referral to district/ESD level supports
- Community resources

Tier 2

Some Students
(Responsive)

- Individual/small group circles and/or mentorship
- Family conferences and/or supports
- Referral to in-school supports
- Restorative conference

Tier 1

All – Students & Staff
(Prevention)

- Schoolwide prevention/awareness activities (student & staff led)
- Classroom presentations & lessons
- Staff training on mental, social, and behavioral health signs & supports
- Parent education & information nights

Preventative measures, such as teaching behavior expectations & handbook lessons, are **not** responsive "other forms of discipline".

CONTINUUM OF RESTORATIVE PRACTICES

PREVENTATIVE build and maintain relationships | prevent conflict and harm

repair relationships | resolve conflict
managing difficulties and disruptions **RESPONSIVE**

Identity

Celebrating character and personality
Appreciating background
Understanding cause of behavior
Changing mindsets
ACES

Classroom Practices

Procedures and Routines
Creating a safe environment
Trauma Informed Practices

Community Building

Circle Time
Relationship Building
Learning Circles

Curriculum

Social & Emotional Literacy
Values
Problem Solving
Communication
Restorative Language

Affective Statements Relational Conversation

"I" statements
Restorative Chat
Scripted questions
Peer Mediators

MINOR INCIDENTS / ISSUES

Restorative Group or Circle

Whole class
Problem Solving circle
Mini Conference
Scripted questions
Peer Council

Formal Conference

Community Conference
Healing Circle
Class Conference
Scripted questions

SERIOUS INCIDENTS / ISSUES

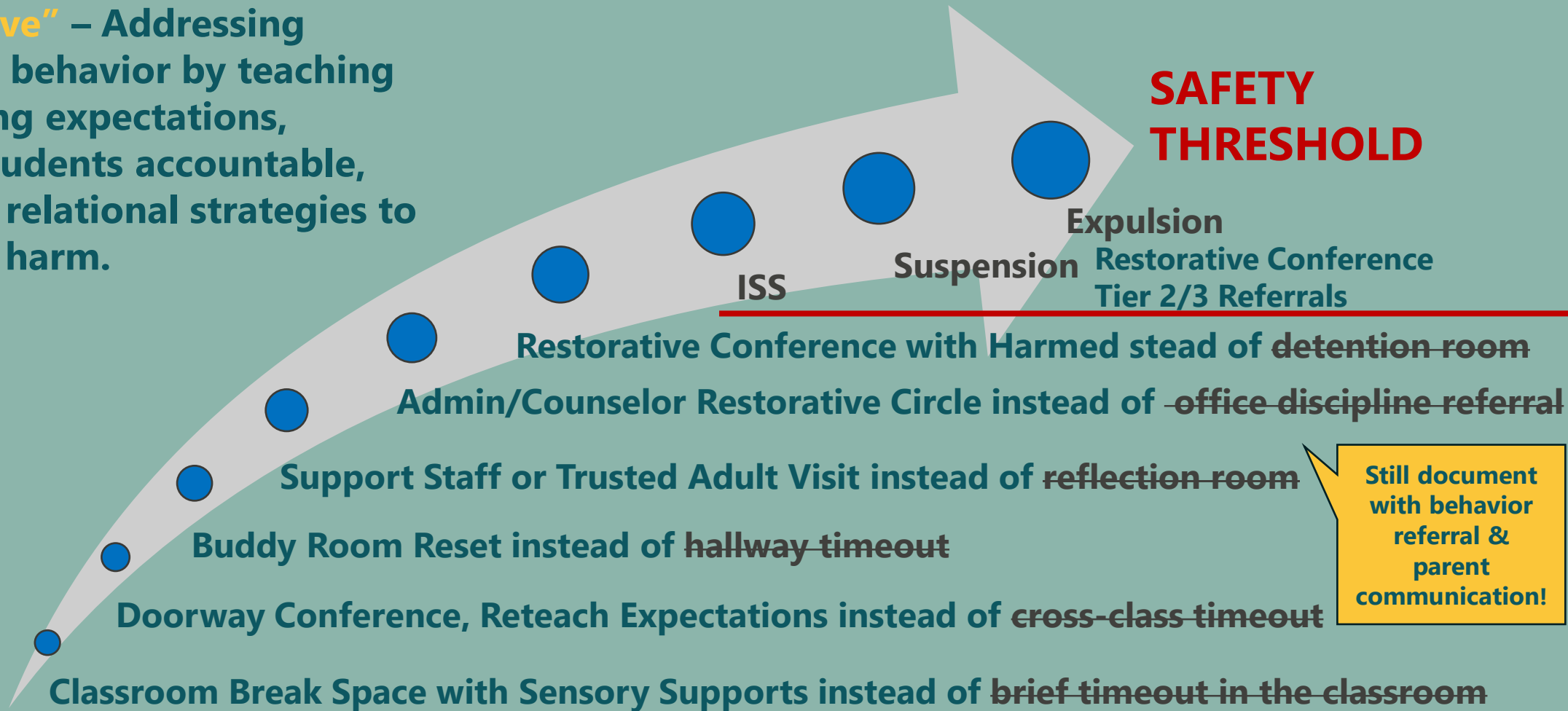
Adapted from Wachtel and McCold 2001

**WHOLE SCHOOL APPROACH
SCHOOL CULTURE
COMMON LANGUAGE & POLICIES**



Restorative Practices

“Restorative” – Addressing unwanted behavior by teaching & modeling expectations, holding students accountable, and using relational strategies to repair the harm.



Still document with behavior referral & parent communication!

Suspension Limitations: WAC 392-400-430 & WAC 392-400-435

- May not suspend for attendance: absences or tardiness
- Must administer in the same school year in which the behavioral violation occurred
- Grades K–4 maximum of 10 cumulative school days during any academic term
- Grades 5–12 maximum of 15 cumulative school days during any semester or 10 cumulative days during any trimester

Long-Term Suspension & Expulsion

WAC 392-400-440(2) & 392-400-445 (2)

School districts **may only resort to** using **long-term suspension** or **expulsion** based on a determination 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.



Student Due Process Rights

Initial hearing. **Before administering any suspension or expulsion**, the principal or designee must conduct an informal initial hearing with the student for the purpose of **hearing the student's perspective**. (WAC 392-400-450)

Considerations. Before administering any suspension or expulsion, a school district **must consider the student's individual circumstances** and **the nature and circumstances of the behavioral violation** to determine whether **the suspension or expulsion, and the length of the exclusion, is warranted**. (WAC 392-400-430) **Equal ≠ Equitable**

Initial notice. **Before administering** any suspension or expulsion, a school district **must attempt to notify the student's parents, as soon as reasonably possible**, regarding the behavioral violation. (WAC 392-400-455(1))

Written notice. **No later than one school business day following the initial hearing** with the student, a school district must **provide written notice of the suspension or expulsion** to the student and parents* in person, by mail, or by email. (WAC 392-400-455)

Educational Services During Suspension: WAC 392-400-610

The educational services must enable the student to:

- Continue to participate in the general education curriculum and meet educational standards
- Complete subject, grade-level, and graduation requirements
- **Receive services that include current accommodations and supplemental services**
- **Access the necessary technology, transportation, or resources to participate fully**
- Opportunity to make up missed assignments and tests during exclusion

Suspension for up to five days:

- Provide coursework and access to school personnel for support

Suspension for six to ten days:

- Additional coordination of coursework delivery, grading, and frequent communication with school personnel

Long-term suspensions and expulsions:

- Provide services through a course of study program (ALE, online, etc.) in accordance with WAC 392-121-107

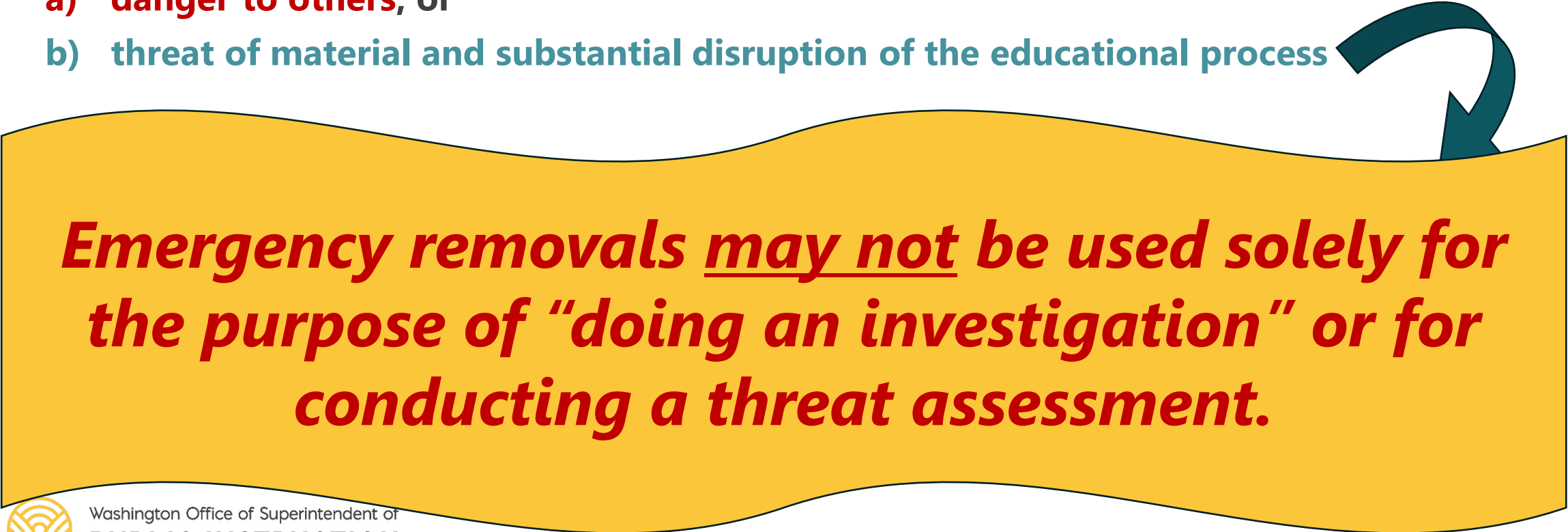


Emergency ~~Expulsion~~* Removal

*(HB 1207 – effective July 2023)

Emergency response when a district has **sufficient cause to believe a student's presence on school grounds poses an immediate and continuing**:

- a) **danger to others**; or
- b) **threat of material and substantial disruption of the educational process**



Emergency removals may not be used solely for the purpose of "doing an investigation" or for conducting a threat assessment.



Discipline Grievance Rights

WAC 392-400-460 through WAC 392-400-475

WAC 392-400-520 through WAC 392-400-530

Students and parents who don't agree with disciplinary decisions or feel it's impacting the student's educational progress have multiple levels of appeal rights.

Separate Process:
Petition for Readmission

May not have been involved with discipline decision.

Optional Conference with Principal

- Request can be made orally or in writing
- Conference must be held within 3 school days of request (unless otherwise agreed by student/parent)
- Does not limit the right to an appeal

Appeal to Superintendent or Designee

- Request can be made orally or in writing
- Must be appealed within district time limit, no less than 5* business days (*3 for Emergency Removals)
- Hearing must be held within 3* business days of request unless otherwise agreed (*2 for Emergency Removals)
- Must provide decision within # of business days: 2 for short-term, 3 for long-term suspensions, and 1 for Emergency Removals

Review & Reconsideration by School Board or Discipline Appeals Council

- Request can be made orally or in writing
- Must provide no less than 10 business days to grieve appeals decision
- Must provide decision to affirm, reverse, or modify discipline within ten business days

Courts



Petition for Readmission

SEPARATE PROCESS FROM APPEALING THE DISCIPLINE DECISION

WAC 392-400-110 - School districts must adopt written policies and procedures for supporting students in meeting behavioral expectations and administering discipline. The policies and procedures must:

(k) Provide a process for students who have been suspended or expelled to petition for readmission.

WAC 392-400-430 - (5) Reentry. After suspending or expelling a student, a school district must:

(a) Make reasonable efforts to return the student to the student's regular educational setting as soon as possible.

(b) Allow the student to petition for readmission at any time.



What Can Liaisons Do?

- Make school a safe zone for students. Create a space that is predictable, where students can make mistakes and be held accountable, but feel secure.
- Track the discipline rates at schools for all students and for students experiencing homelessness specifically. Share the data with schools and ask schools with high and/or disproportionate discipline rates to create an action plan to address them.
- Be sure the McKinney-Vento district homeless liaison or school-based liaisons are consulted on discipline of students experiencing homelessness and have the capacity to be involved.
- Partner with registrar, counselors, attendance secretary
- Make yourself known to discipline admin, be intentional about providing guidance and training and support
- IEP teams, MDT (multiple disciplinary team)/MTSS/EWIS/

McKinney-Vento Resources

Office of Superintendent of Public Instruction (OSPI)

- [Students Experiencing Homelessness](#)

Upcoming Webinars:

- [Discipline and McKinney-Vento](#), May 15th 10:00am-11:00am

Weekly Newsletter:

- [Sign up here for Newsletter](#) Send Melissa a quick email.

Schoolhouse Connection

- [Resources - SchoolHouse Connection](#)
- [Positive School Discipline Practices for Students Experiencing Homelessness](#)

National Center for Homeless Children (NCHE)

- [Trauma-Informed Care | Trauma-Specific Services – National Center for Homeless Education](#)

Student Discipline Resources



Washington Office of Superintendent of
PUBLIC INSTRUCTION



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Student Discipline

A school district's discipline policies and procedures must ensure due process protections for students and should provide a continuum of equitable, culturally responsive, instructional approaches to support students and all members of the school community in meeting behavioral expectations.

Educators, parents, students, and families can find information and resources on this site related to discipline laws, data, and training.

[Parent and Family Resources](#) ▼

[Guidance for School Districts](#) ▼

Student Discipline Laws

School districts in Washington are required to develop discipline policies and procedures that are consistent with Federal and State laws. Washington discipline laws include [statutes](#) in the Revised Code of Washington (RCW) and [rules](#) in the Washington Administrative Code (WAC).

Washington State student discipline laws apply to all K-12 students. However, additional protections apply for students receiving special education services. For more information about special education discipline procedures, visit [OSPI's Special Education Behavior and Discipline page](#).

In accordance with state law, school districts must adopt discipline policies and procedures consistent with the Office of Superintendent of Public Instruction's (OSPI) discipline rules under [chapter 392-400 WAC](#) and the Washington State

[Subscribe to Student Discipline email alerts](#)

Contact Information

School Safety

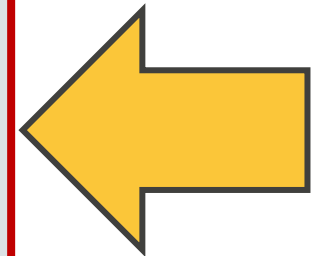
360-725-6068

Briana Kelly

Assistant Director, Restorative Practices & Student Discipline
564-200-2068

Useful Links and Materials

- [2020-21 School Year Student Discipline Q&A \(PDF\)](#)
- [Implementing Student Discipline Policies & Procedures Flyer \(PDF\)](#)
- [Student Discipline Rules Q&A: A Technical Guide \(PDF\)](#)
- [Student Discipline Policies: Substance Use and Possession \(PDF\)](#)



School Safety Center Office Hours

Discipline, HIB, School Safety, Student Well-being

- *2nd Monday and 4th Friday of every month | 8:00am*
 - Join us with questions related to school safety and student well-being, student discipline, harassment, intimidation & bullying, comprehensive school safety, threat assessment, behavioral health, and suicide prevention.
 - Q&A style for district staff. Option to open breakout rooms for more confidential or focused topics.
 - Hosted by State School Safety Center staff from the School Safety & Student Well-Being team and the Assistant Director of Restorative Practices & Student Discipline. Supported by Educational Service District Comprehensive School Safety Coordinators, Threat Assessment Coordinators, and Behavioral Health Navigators.
- Please contact the School Safety and Student Well-being Program to be added to the calendar invite.
schoolsafety@k12.wa.us





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