

## Student Behavior, Corrective Actions and/or Interventions

The purpose of school corrective actions and/or interventions is to provide a safe environment that is conducive to learning for all students. Corrective actions and/or interventions should strive to keep students in class and maximize engagement and be restorative in nature, when possible and practicable, considering the duty to maintain safe and orderly school environments conducive to student learning.

The purposes of this policy and accompanying procedures include:

- Engaging with families and the community and striving to understand and be responsive to cultural context,
- Supporting students in meeting behavioral expectations (general guidelines for school environments, school-supported activities and/or those that have a direct causal effect on the school environment), including providing for early involvement of parents/guardians,
- Administering corrective action and/or interventions (discipline) in ways that respond to the strengths and needs of students and keep students in the classroom to the maximum extent possible,
- Providing educational services that students need during suspension and expulsion,
- Facilitating collaboration between school personnel, students, and parents/guardians, and thereby supporting successful reentry into the classroom following a suspension or expulsion,
- Ensuring fairness, equity, and due process in the administration of discipline,
- Providing every student with the opportunity to achieve personal and academic success, and
- Providing a safe environment for all students and for District employees.

The Superintendent or Designee shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of the District's rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning. This includes, though is not limited to, the following behaviors:

- Engaging in open and honest dialogue,
- Being caring, displaying kindness and/or concern for others,
- Demonstrating compassion, feeling and/or showing sympathy or a willingness to help others,
- Acknowledging and respecting others, by listening, affirming, and serving,
- Respecting others by refraining from interfering and/or intruding on others' personal space, property, and/or emotions,
- Engaging in positive and respectful communications and interactions,
- Complying with reasonable requests of staff,
- Demonstrating positive role modeling,
- Engaging in constructive problem solving, and
- Respecting differences in people, their ideas and opinions.

All students are expected to follow the rules of the District. Refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for corrective actions, interventions, discipline, suspension and/or expulsion. Corrective action and/or interventions for misconduct must reflect good faith effort on the part of the staff, meaning what a reasonable person would determine is diligent and an honest attempt under the same set of facts or circumstances. “Discipline” means any action taken by the school District in response to behavioral violations. Discipline is not necessarily punitive, and can take positive and supportive forms, such as a written reflection, restorative conversation, re-teaching and collaborative problem solving. Data show that a supportive response to a behavioral violation is more effective and increases equitable educational opportunities. For persistent misconduct or exceptional misconduct, students will be referred to an appropriate school-level team to determine root causes and provide appropriate supports.

### **Minimizing exclusion, engaging with families, and supporting students**

Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of classroom management or corrective actions to support students in meeting behavioral expectations before imposing classroom exclusion or in-school suspension. Before imposing a long-term suspension or expulsion, the District must first consider other forms of corrective action, such as a restorative conversation, a drug and/or alcohol assessment, a mental health evaluation, and/or a referral to an outside agency.

The District’s use of suspension and expulsion will 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. These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of corrective action for staff use. However, staff members are not restricted to that list and may use any other form of corrective action compliant with WAC 392-400-025(9), with the exception of short-term suspensions, as the Bellevue School District does not use short-term suspensions as a corrective action.

School personnel must make every reasonable attempt, meaning usual and/or rationale to the circumstances, to involve parents/guardians and students to resolve behavioral violations. The District must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents/guardians understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, regardless of the parents’/guardians’ reading proficiency.

As described in the procedures, the District will offer educational services to students during in-school and/or long-term suspensions or expulsions. When the District administers a long-term suspension or expulsion, the District will timely hold a reengagement meeting and collaborate with parents/guardians and the student to develop a reengagement plan that is tailored to the student’s individual

circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

Authority to hear and decide appeals of disciplinary grievances, of long-term suspensions, of expulsions, and of emergency expulsions which would otherwise be heard by the Board of Directors, is delegated to a school District Discipline Appeal Council (DAC) which will consist of five seats appointed by the Board in accordance with WAC 392-400. At least three members of the Council must be present to conduct hearings. Members of the Council will serve for one year each and may be reappointed to serve subsequent terms. Appointments of administrators and their alternates will be made by the second board meeting in September each year, and appointments of remaining members and their alternates will be made at the first regular Board meeting in December. During the 2019-2020 school year, the first year of inclusion of alternates, the appointments of alternate will be made at the Board meeting during which Policy revisions for 3241 are approved.

Discipline Appeal Council members will include:

- One secondary certificated administrator and an alternate.
- One administrative representative affiliated with the District's Equity, Community Engagement, and/or Community Development department(s) and an alternate.
- One representative of the Parent Teacher Student Association and one, or more, alternates.
- One School Board member and one, or more, alternates.
- One seat for the Executive Directors of Schools, Principal Supervisor, or equivalent. This seat will be divided among multiple administrators such that the administrator participating in a specific appeals hearing is not the supervisor of the administrator who imposed the discipline that is being appealed.

The chair of the Discipline Appeal Council will be the Executive Director of Schools or equivalent.

Alternates will be invited to serve on the Discipline Appeal Council when the primary representative is unable to attend. The Superintendent/or designee will work to create avenues to have a diverse array of candidates considered for membership of the Discipline Appeal Council.

## **Staff authority**

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents/guardians in efforts to support students in meeting behavioral expectations. The Superintendent /or designee has general authority to administer discipline, including all exclusionary discipline. The Superintendent /or designee will identify other staff members to whom the Superintendent /or designee has designated disciplinary authority. After attempting at least one other form of corrective action, teachers have statutory authority to impose classroom exclusion for

behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include explicit, implicit, and/or unconscious biases, the accompanying procedures will seek to identify the types of behaviors for which the identified District staff may administer corrective action.

### **Ensuring fairness, providing notice, and an opportunity for hearing**

When administering discipline, the District will observe all of the student's constitutional rights. The District will notify parents/guardians as soon as reasonably possible about repeated office referrals for disciplinary reasons, classroom exclusion and before administering any suspension or expulsion. The District will provide opportunities for parents'/guardians' participation during an initial hearing with the student. The District will provide parents/guardians with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, regardless of the parents'/guardians' reading proficiency. The District has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530. All other forms of discipline can be grieved under Policy 4220 and Procedure 4220P.

The District has also established procedures to address grievances of parents/guardians or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

Accurate and complete reporting of all disciplinary actions that result in a classroom exclusion, in-school suspension, long-term suspension, emergency expulsion, and/or expulsion, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the District will ensure the reporting of such.

The District will periodically collect and review data on disciplinary actions taken in each school as related to a classroom exclusion, in-school suspension, long-term suspension, emergency expulsion, and/or expulsion to determine if the disciplinary approaches are effective in helping students and to check for disproportionality. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education services or Section 504. The data will be reported to the Board annually. If disproportionality is found the District will take action to ensure that it is not the result of discrimination and may update this policy and/or procedure to improve fairness and equity regarding corrective action. Both disproportionality and lack of effectiveness will trigger review of this policy and/or accompanying procedures.

### **Distribution of policies and procedures**

The school District will make its discipline policies and procedures available to families and the community. The District will notify parents/guardians as soon as reasonably possible about repeated office referrals for disciplinary reasons and/or classroom exclusions. Corrective action will be outlined clearly in communication(s) with students and parents/guardians, Procedures will include, but not be limited to:

- a. Timelines related to corrective actions

- b. Appeal rights
- c. Hearing processes

The District will annually provide its discipline policies and procedures to all District personnel, students, and parents/guardians, which may require language assistance for students and parents/guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school District will ensure District employees are knowledgeable of the discipline policies and procedures. Staff will receive annual training on the school District's policy and procedure, including, but not limited to, staff roles and responsibilities. Staff responsible for facilitating and/or conducting investigations will receive annual training on investigations.

If during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the District's Nondiscrimination Board Policy 3210, the investigator will promptly notify the District's civil rights' compliance officer. If during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the District's Sexual Harassment Board Policy 3205, the investigator will promptly notify the District's civil rights' compliance officer. If during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's Section 504 Board Policy 2162, the investigator will promptly notify the Section 504 compliance officer.

All staff members will intervene when witnessing or receiving reports of misconduct or exceptional misconduct. All staff are required to notify the applicable building administrator in writing of observed incidents of exceptional misconduct. The administrator in receipt of that allegation of exceptional misconduct will ensure an investigation is conducted.

Students, parents/guardians, and/or staff who report incidents that may rise to the level of exceptional misconduct will be provided written notice of the applicable policy and/or procedure governing next steps. Each of these allegations will be investigated adhering to the District's investigative protocols. Upon completion of the investigation, the students, parents/guardians, and/or staff who reported the alleged incident will be notified in writing that the investigation is complete and proper follow up has occurred with applicable parties, as warranted, while ensuring the privacy rights of students are protected.

Cross References:

Board Policy 2121	Substance Abuse Program
2161	Special Education and Related Services for Eligible Students
2162	Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973
	Student Records
3122	Excused and Unexcused Absences
3200	Rights and Responsibilities
3205	Prohibition of Sexual Harassment – Students

3207	Prohibition of Harassment, Intimidation, and Bullying
3210	Nondiscrimination
3231	Student Records
3240	Student Conduct
3244	Prohibition of Corporal Punishment
3520	Student Fees, Fines, or Charges
4210	Regulation of Dangerous Weapons on School Premises
4218	Language Access Plan
4220	Complaints Regarding Staff or Programs

**Legal References:**

WAC 392-190-048	Access to course offerings – Student discipline
42 U.S.C. 2000 et seq.	Civil Rights Act of 1964
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964
Chapter 28A.600 RCW	Students
RCW 9A.16.100	Use of force on children – Policy – Actions presumed unreasonable
9.41.280	Possessing dangerous weapons on school facilities – Penalty – Exceptions
28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching – Scope – Responsibilities - Penalty
Chapter 28A.22, RCW	Compulsory school attendance and admission responsibilities
Chapter 28A.320, RCW	Provisions applicable to all Districts
28A.400.100	Principals and vice principals – Employment of – Qualifications – Duties

28A.400.110 Principal to assure appropriate student  
discipline standards – Classes to  
improve  
classroom management skills  
20 USC 7101 et. Seq. Drug Free Schools and Communities Act

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**Bellevue School District**

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