

Student Conduct and Discipline

EL-9

The Superintendent shall not allow student conduct that is unsafe, uncivil, or disruptive to an environment that is conducive to teaching and learning.

Accordingly, the Superintendent may not:

1. Operate without age-appropriate, written, student conduct and discipline codes at each school, nor fail to:

- a. Consult with staff, students, and the community in developing the code;**
- b. Distribute a current, up-to-date conduct and discipline code to each student;**
- c. Ensure that behavior expectations are taught to all students;**
- d. Establish procedures to prohibit unsafe, uncivil and disruptive conduct on school property, at school-sponsored events, and on school buses;**
- e. Establish an age-appropriate dress code;**
- f. Ensure compliance with state and federal laws and district policies**

Interpretation: *I interpret this to mean that the District must have written student conduct and discipline policies that comply with state and federal laws. These policies will be shared with students and parents with opportunity for feedback. In addition, policies will govern our responses to misconduct to ensure compliance with law and equity amongst students.*

In compliance.

Each school in the University Place School District has an age-appropriate code of conduct in place. This code of conduct is communicated using student handbooks as well as through adopted policies and procedures posted on the District's website. The student code of conduct is updated annually and the code of conduct in the school's student handbooks align with district policies and procedures and comply with all state and federal laws.

All schools provided their code of conduct electronically as part of their student handbook to students and families this year. These handbooks are maintained and updated on each school's website as well. Each school ensures that time is devoted to teaching and sharing this information in an age-appropriate way with students. Students are taught the rules and expectations that align with the policies. This year, as we returned students to school on normal schedules after several disrupted years, additional emphasis was placed on explicitly teaching expectations at the beginning of the year as well as strategic re-teaching of expectations throughout the year at all grade levels. This emphasis was important as all students returned to in-person, full-time schooling after a year and a half of remote and/or hybrid learning.

All schools in UPSD have an age-appropriate dress code in place. These dress codes are consistently reviewed and updated at each grade band.

The student code of conduct was taught to students in a variety of ways and formats. Many schools used videos as part of their instruction for students regarding the handbook in addition to in-person classroom or grade level presentations. These videos were shown during class and the teachers facilitated conversations about varying components of the handbook. Classroom teachers and administrators work together to teach, remind and re-teach student expectations throughout the course of the school year. At the intermediate, junior high, and high school levels, students watched videos highlighting the student handbook and signed an acknowledgement that those had been reviewed with them. In January when students returned from break, all schools intentionally revisited particular areas of student conduct that needed emphasis. This review included short videos, classroom talks, counselor class visits, and/or revisiting PBIS expectations with focus areas of concern. Throughout the spring, administrators and teachers continued to teach and reinforce the expected behaviors with students.

Policy and Procedure 3241 - Student Discipline clearly outlines expected conduct for students at school, on school district property, on school buses and at school related events. Additionally, student handbooks articulate building-specific expectations for students for these locations and events. School bus drivers regularly teach and reinforce expectations that prohibit unsafe, uncivil, and disruptive conduct on school buses. They work with the transportation department and/or building administrators when concerns arise.

Covid19 health and safety requirements created another layer of rules and expectations for student conduct in the 2021-22 school year. Proper use of personal protective equipment (masks), social distancing and other preventative measures required school staff to establish, explain, teach, monitor and reteach a set of rules specifically focused on limiting the spread of Covid19. District level communications, in addition to regular building level communications, kept parents and students informed of these special requirements. Over time, as the requirements evolved, communications and teaching of expectations followed suit using multiple communication tools.

2. Fail to ensure prompt, equitable and appropriate response when misconduct occurs, nor fail to:

- a. Communicate information about misconduct and disciplinary action to the appropriate stakeholders including parents, teachers, counselors, special education staff and others as necessary to promote safety and to comply with law, policy and contract;**
- b. Establish and share procedures for written appeal from a decision to expel, suspend, or deny admission to a student;**
- c. Establish procedures to afford all students, parents, and school personnel equitable treatment and due process with regard to student conduct and discipline issues;**
- d. Establish procedures for student interrogations, searches, and arrests;**

Interpretation: *I interpret this to mean that the District responds fairly, consistently, reasonably and in a timely manner to student misconduct when it occurs. Additionally, the District must have procedures in place to articulate both the process for written appeal for suspension or*

expulsion as well as for due process when a suspension or expulsion is imposed. Lastly, the district must have systems of communication in place to ensure that all stakeholders have the information they need when disciplinary situations occur.

In compliance.

Administrators and teachers in the University Place School District are committed to ensuring prompt, equitable and appropriate responses whenever student misconduct occurs. Prompt parent communication is always a priority when incidents occur after students and staff are safe. Additionally, administrators emphasize the use of restorative practices whenever possible and minimize practices that exclude students from the classroom or school setting as a response to misconduct. District level administrators review every suspension, emergency expulsion, and expulsion to ensure that the consequences align with policy and are consistent across buildings. In the 2021-2022 school year, there were six appeals for short-term suspensions at the district office. Of the appeals, two of the suspensions were upheld and four were overturned. This is a low number compared to our overall number of suspensions and emergency expulsions, but a higher number of appeals than we typically see during the course of a school year. No appeals for student discipline were received by the Board of Directors for the 2021-2022 school year.

Teachers and other pertinent staff are notified of student discipline when such communication is necessary and appropriate. Each school has a system in place for staff to refer student misconduct issues to the administration. This process includes a clear feedback loop to ensure that staff receive information regarding the response to the misconduct in a timely manner. Additionally, staff are involved in creating and implementing formal or informal behavior plans to support a student's successful return to the classroom when such involvement is necessary. Behavior plans are common anytime student misconduct poses a safety issue. Additionally, when threats or threatening behavior takes place, the district follows a threat assessment protocol that includes parents, students, teachers, building administrators, district administrators and other outside agencies, as needed and appropriate.

Policy and Procedure 3241- Student Discipline outlines all of the required notice and due process procedures for student conduct and discipline issues- including appeal rights, timelines and procedures. Students are given due process throughout the student discipline process. An initial hearing with the student is required when any type of suspension is being considered as a disciplinary response and parent contact is part of that process prior to the administration of the disciplinary action. When a student is suspended (in-school or out-of-school), a written notice is provided that includes information about other forms of discipline considered, due process, appeal rights, and a plan for educational services. Written procedures are also in place if parents would like to appeal to the Superintendent and/or the School Board for a suspension or expulsion. These procedures are all aligned with state discipline laws and notification of the procedures is provided to parents when incidents occur.

Student misconduct is addressed in a positive, proactive, and systematic manner. When students fail to meet conduct expectations, interventions and other restorative practices are used to teach students expected behavior and to reinforce expectations before exclusionary discipline is imposed. Responses to student misconduct include student conferences, parent contacts/conferences, restitution, community service, restorative circle, loss of privileges,

detention and others. For more serious student misconduct, classroom exclusions, in-school suspensions, out-of-school suspensions and emergency expulsions are used.

Each school continues to implement Positive Behavior Intervention and Support (PBIS) practices. Essential components of PBIS include collection of student behavior data, systems for teaching and re-teaching expectations, PBIS in the classroom, recognition of students for positive behavior, and close communication with families. Building administrators and other staff regularly meet to review student conduct data and discuss areas of concern as well as systems for recognizing students who demonstrate expected behaviors at school. Schools also implement a variety of “tier 2” and individualized interventions to support students who need help with behavior beyond basic (or “tier 1”) supports. These interventions include check and connect, mentoring, counselor-run friendship groups for social skills instruction, mini-lessons about social skills and prevention of bullying behaviors, parent conferences, Student Assistance Team meetings, behavior contracts and others.

A focus on PBIS best practices will continue in the 2022-2023 school year to ensure that effective systems are in place at every school. PBIS basics and a discipline data review were subjects at the 2022 administrative retreat and the schoolwide evaluation tool (SET) assessment will be administered in the fall and spring to monitor compliance with these “best practices” for managing student conduct and providing safe and orderly learning environments.

School counselors play an important role in teaching students about expectations- particularly at the K-7 grade levels. Counselors provided Second Step lessons again this year that support students with positive prosocial behaviors. These lessons build skills for students in a variety of different areas including self-regulation, self- management, positive peer relationships and others. It is important to note that UPSD increased counseling staffing this year as an additional support for our students. The counseling staffing at both intermediate schools was increased by 0.2 FTE. Counseling staff at Curtis Junior High and Curtis Senior High were both increased by 1.0 FTE. The district also employs a Prevention Specialist to provide additional support in the areas of drug, alcohol and tobacco use and maintains agreements with Greater Lakes and Consejo for both mental health and drug/alcohol counseling.

In addition to the PBIS team work in individual buildings and supports from counselors, one of the other areas of emphasis again this year was racial-equity training for all staff. As we continue to ensure equitable treatment when student misconduct occurs, training for administrators, teachers, paraeducators, bus drivers and others is essential. All certificated staff received two additional *90-minute trainings this year from the Equity Literacy Institute – The Effects of Covid, Engaging Students in Difficult Conversations about Equity Issues*. Classified staff also received two 90-minute trainings this year – *A Continuation of Equity Basics* and *Anti Bias*. Finally, building equity team members and district equity team members also received four additional 90-minute trainings as well to support their work - *Establishing a Vision, Effective Pacing, Managing Difficult Conversations, and Resistance*.

In preparation for the 2022-2023 school year, the Teaching and Learning Department has also ensured that summer professional development includes courses for teachers to support PBIS and clear expectations in the classroom setting. These trainings include *Discipline in the Secondary Classroom* and *Tough Kid Toolkit*. The Special Education department also has targeted trainings for staff including specific training for all of our ACCESS Program Staff, Right Response

Training and a variety of other trainings that also support best instructional practices for students with IEPs.

Strong supervision of students is a critical deterrent for misconduct. Every school has plans in place for student supervision and uses classified staff to support the supervision of students during less structured times of the day including before school, lunch and recess. These supervision plans ensure that there is adult supervision in hallways, lunchrooms, playgrounds and other common areas at all times. The junior high and high school also have security officers to assist with these efforts throughout the course of the school day.

UPSD administrators ensure that all legal requirements and district procedures are followed whenever a search of a student is warranted and conducted. Policy 3230 – Student Privacy and Searches – was adopted this year. This policy clearly outlines student privacy and our procedure for searching students. Additionally, whenever illegal activity has occurred on campus, administrators either contact the non-emergency 911 line or 911, as part of their response to ensure a safe and orderly environment for students and staff alike.

3. Fail to annually disaggregate, share and analyze suspension and expulsion data by population subgroups (low-income/ non-low income, special education/ regular education, race and gender) to promote equity, academic success and positive school climate.

Interpretation: *I interpret this to mean that the District must at least annually collect, organize, distribute and assess student discipline data by population subgroup as part of its efforts to promote an overall positive school climate for all students and promote equitable practices.*

In compliance.

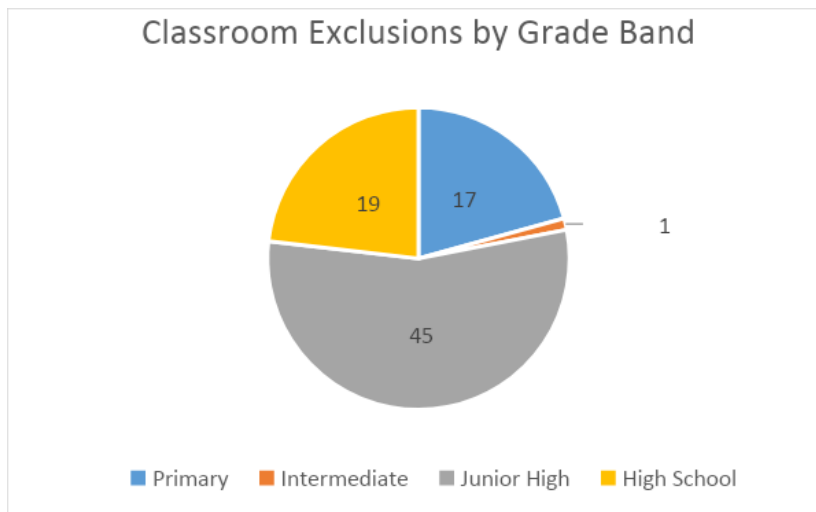
Discipline data for the 2021-2022 school year is detailed below. It is important to note that this is the first full year of in-person learning after three disrupted school years where students spent less time at school and engaged in their learning in smaller groups with more limited in-person interactions. Additionally, the 2021-2022 school year is the third year of implementation of new discipline laws that require monitoring of classroom exclusions and limit suspensions for first offenses.

For the third consecutive year, data in this report includes classroom exclusions and in-school suspensions by offense. Prior data only included out-of-school suspensions and expulsions. During the 2021-2022 school year, there were a total of 572 incidents that resulted in some type of classroom exclusion. There were 82 classroom exclusions, 70 Emergency Expulsions, 57 in-school suspensions and 363 out-of-school suspensions.

Classroom Exclusions:

When a student is removed from a classroom for a behavioral concern for an extended period of time, it is considered a classroom exclusion. Exact definitions for classroom exclusion continue to evolve and interpretations can differ between schools and grade bands. For example, students step out of classrooms when misconduct takes place for a wide variety of reasons and for differing amounts of time. Determining the exact circumstances that merit labeling removal as a classroom exclusion can be complicated. As we continue to adjust to the new legal expectations

and definitions, data for classroom exclusions will be inconsistent. This year, there were 82 recorded classroom exclusions predominantly at the junior high and high school levels. Because of the age of the students and the structure of the schedule, removing a student for a class period is more frequent disciplinary action than at the younger grade levels. This chart below reflects the total number of classroom exclusions by grade band.

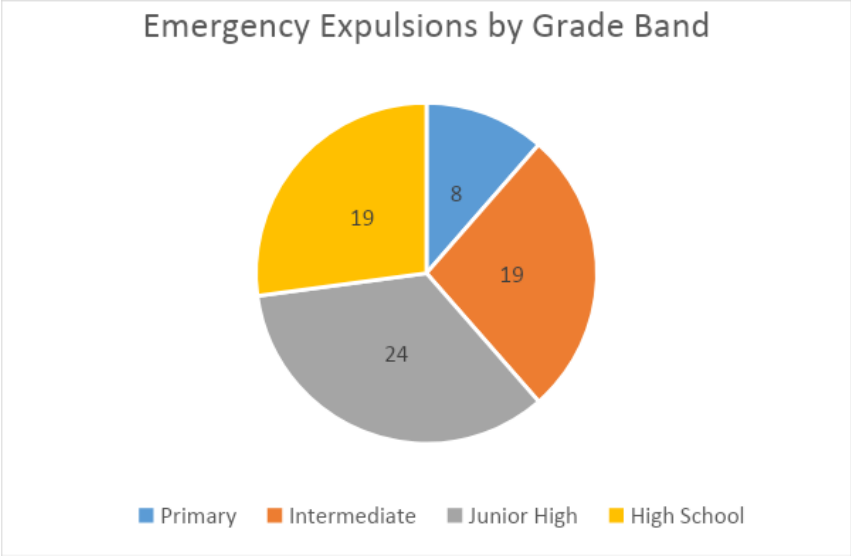


In School Suspensions:

When students are suspended but remain in school in a different instructional setting, that is considered an in-school suspension. There were 57 in-school suspensions this year occurring all at the primary and intermediate level. Because of the structure of the schedule at the junior high and high school (new teachers every class), in-school suspensions are rarely used.

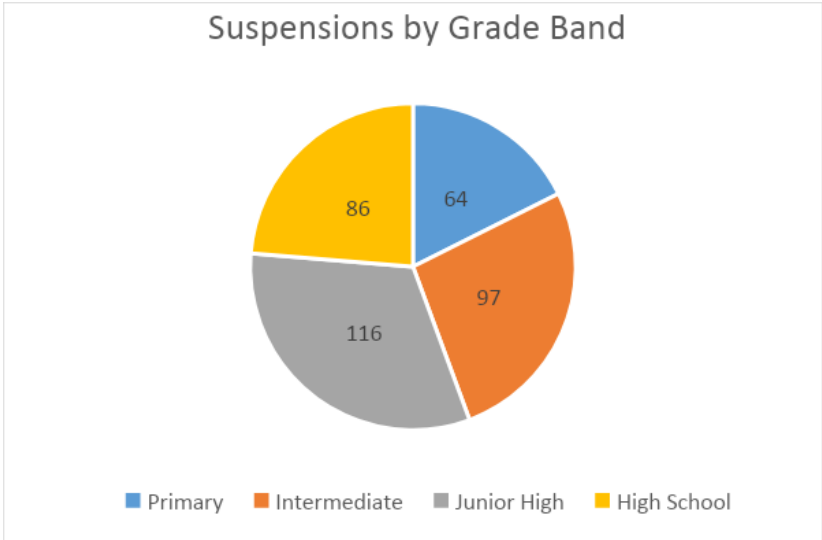
Emergency Expulsions:

An Emergency Expulsion is imposed when there is a significant safety or disruption issue at a school. We had a high number of Emergency Expulsions this year, 70, as reflected in the chart below. It is important to note that Emergency Expulsions do not calculate into the total number of suspensions. The primary schools had the fewest Emergency Expulsions while the junior high had the most. Emergency Expulsion numbers are higher this year because of the adjustment and return to an in-person school setting for all of our students. They are also higher because the new student discipline laws limit suspensions for a first offense and yet there are serious issues on a first offense that create a significant safety or disruption concern that require the removal of a student.



Out of School Suspensions:

There were 363 out of school suspensions in the 2021-2022 school year. Suspensions occurred at all grade levels. As compared to the past two school years, suspensions increased in our school district, which is to be expected with students returning full-time to in-person learning. There were the fewest suspensions at our primary schools and the highest number at the junior high.



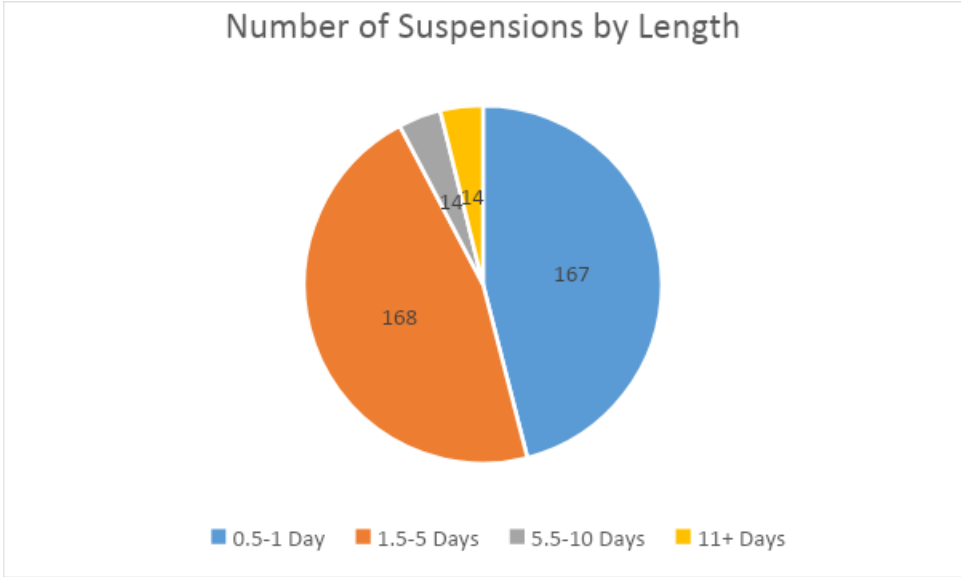
Offenses:

Of the 363 out-of-school suspensions, the most frequent offenses are listed below. It should be noted that many of the behaviors included below include behaviors that not only disrupt the learning environment but create safety issues for others. While we are committed to reducing the use of exclusionary discipline practices when possible, the orderly operation of the school and a safe environment for others is critical.

Offense	Total Number of Incidents
Dangerous Behavior	49
Noncompliance	47
Disruptive Conduct	32
Physical Confrontation	29
Fight Without Injury	26
Harassment, Intimidation, and/or Bullying	18
Alcohol, Tobacco, Marijuana Offenses	20
Threat Student	15

Out of School Suspensions by Length:

Most out-of-school suspensions are short-term suspensions (96%) ranging from 0.5 to 10 school days. Additionally, during the 2021-2022 school year 92% of suspensions were five days or fewer. This data shows that whenever possible, school administrators limit the number of days students are excluded from the school setting.

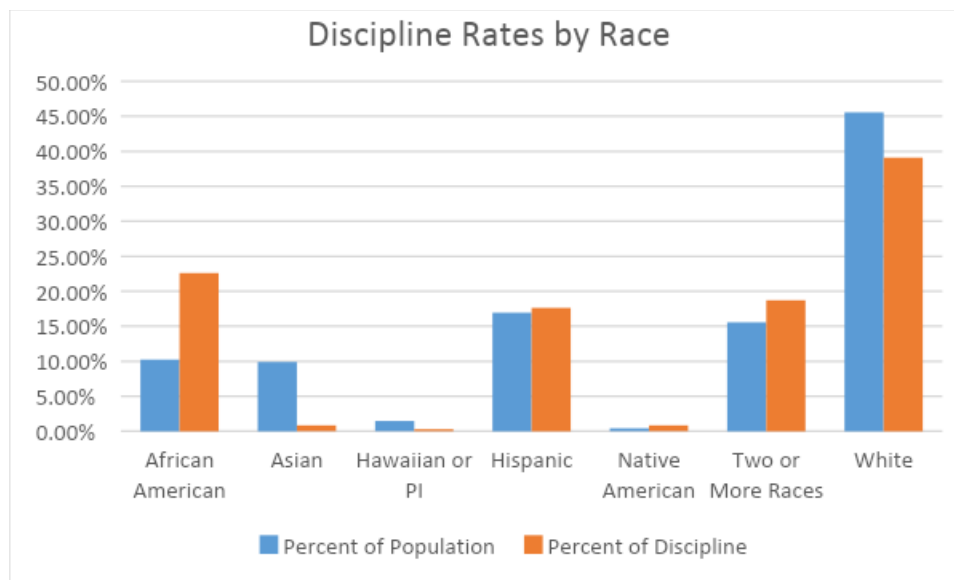


Comparison of Discipline Subgroup:

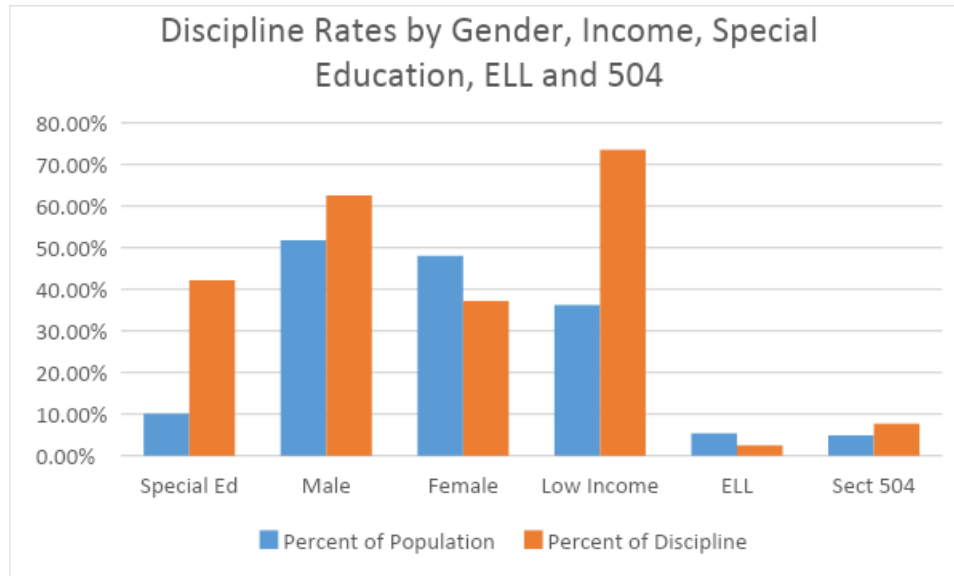
The two charts below disaggregate 2021-2022 discipline incident data by subgroups including by gender, income level, race, ELL, Special Education and students with 504 plans. Incidents involving misconduct by a student who belongs to multiple subgroups would be counted more

than one time in the data. It should be noted that students who identify as nonbinary are not included in this data because the group size is so small.

In the charts below, the blue bar represents each subgroup's percent of the total student population and the orange bar represents each subgroup's percent of total suspensions. In the 2021-2022 school year, African American students comprised over 20% of the total suspensions in the district while only representing 10% of our total student population. Asian students comprise approximately 10% of the student population and accounted for less than 2% of suspensions. White students make up 45% of the population and made up just under 38% of suspensions. Suspensions for other groups were more closely proportional.



For other subgroups, the largest disparities impacted students who receive Special Education Services and students from low-income households. Students with IEPs (about 10% of the student population) received over 40% of suspensions. This is a continued focus for district improvement efforts. The District continues to provide training for Special Education staff and provide supports and resources including additional paras, a Board Certified Behavior Analyst (BCBA), two specialized paraeducators for flexible support of students with behavior issues and multiple Behavior Technician paraeducators. The Executive Director of Special Education reviews suspensions for students with IEPs to target support and give direction to teams and buildings based on the data.



Reducing disproportionality will continue to be a focus as we look to the 2022-2023 school year. The work of our PBIS and school-based Equity Teams will include responding to and monitoring this data on an ongoing basis. Additionally, Special Education staff and IEP teams will continue to provide supports for students and training and support for staff.

For the past several years, we have been able to use data collected by OSPI to compare UPSD discipline rates to those in the state. While the data has one year of lag time, it does provide a comparison of our discipline rates to other schools across the state. Unfortunately, data is not currently available from the 2020-2021 school year to provide an update to this data for this report. It will be included again in future years.

The 2021-2022 school year establishes a new benchmark for student discipline data in “post-pandemic” times. We will continue to monitor our systems and data closely with an eye toward increasing safety and order while also reducing disproportionality and the negative impacts of punitive and exclusionary discipline.

Adopted:

Monitoring Method: Internal Report

Monitoring Frequency: Annually in August