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.**

The 2020-2021 school year was unique with regard to student conduct and discipline with the majority of the students online for more than half of the school year. Additionally, when schools returned to a hybrid model beginning in February with primary schools and March with secondary schools, about half of students were still learning from home. A new and critical component of our student expectations included wearing a face covering, social distancing, and hand-washing. These components were consistently taught and reviewed with all students attending school in-person.

This is the second year of implementation of significant updates to *Policy and Procedure 3241 - Student Discipline*. This policy and procedure is again under review and will be updated in the beginning of the 2021-2022 school year.

Each school 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 specific information this year regarding online conduct was added in all handbooks. 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 to 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. Additional emphasis was included this year on re-teaching these expectations when students returned to a hybrid setting during the second semester.

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

This year, the student code of conduct was taught to students in a variety of ways and formats. All schools shared videos and/or electronic presentations regarding student expectations at the beginning of the school year. Classroom teachers also played an important role in teaching, reminding, and re-teaching student expectations during live virtual instruction. When students returned to school in a hybrid setting, these expectations were taught to them by building administrators and their classroom teachers in the classroom setting. These expectations included teaching students about social distancing requirements as well as how to move through the building such as with one way or split hallways. 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.

*Policy and Procedure 3241 - Student Discipline,* clearly outline expected conduct for students both at school as well as on school district property, school buses, or at school related events. Additionally, our student handbooks more clearly articulate building specific expectations for students for these locations and events as well. Our school bus drivers regularly teach and reinforce their expectations that prohibit unsafe, uncivil, and disruptive conduct on school buses. They work with the Transportation Manager and/or building administrators when concerns do arise.

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 with all parties involved is always a priority once students and staff are safe. Additionally, administrators emphasize the use of restorative practices for student conduct issues and minimize practices that exclude students from the classroom or school setting. 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 2020-2021 school year, there were no appeals for suspensions or emergency expulsions at the building or at the district level.

Teachers and other pertinent staff are notified when their students receive discipline for misconduct when necessary and appropriate. Each school has a system in place for staff to refer student misconduct issues to the administration. This process has a clear feedback loop to ensure that staff receives 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.

Student misconduct is most effectively addressed in a positive, proactive, and systematic manner. Each school continues to implement Positive Behavior Intervention and Support (PBIS) practices at their sites. Even during remote learning this year, teachers continued to find ways to positively recognize and respond to students demonstrating the expected behaviors in their classrooms. Whether in remote or hybrid learning this year, teaching expectations and reinforcing students for meeting those expectations remained a practice.

Policy and Procedure 3241- Student Discipline outlines all of the required notice and due process procedures for student conduct and discipline issues. 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.

In a typical year, school administrators and their PBIS teams meet regularly to review student conduct data and to discuss areas of concern. This year, teams initially focused on shifting the expectations to the remote setting. Once students began to return to school in the hybrid model, in-person behavioral and safety expectations were revisited and taught to students. Each school had clearly marked spaces for social distancing and routines in place for how students entered
and exited their campuses and classrooms. With fewer students on site, face coverings and social distancing, student misconduct was minimal during the 2020-2021 school year.

In addition to the PBIS team work in individual buildings, one of the other areas of emphasis 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 administrators and teachers received multiple trainings with the Equity Literacy Institute. These trainings included the following topics: *Examining our Own Racial Biases, Ditching Deficit Ideology, Engaging Youth in Racial Justice Work, Teaching Racial Justice in the Classroom* and *Having Difficult Conversations in the Classroom*. All classified staff including office, bus drivers, paras and food service, also participated in the *Examining our Own Racial Biases* training.

When students fail to meet expectations, interventions and other restorative practices are used to teach students expected behavior and to reinforce expectations prior to using exclusionary discipline. UPSD 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 expulsions are used.

UPSD administrators ensure that all legal requirements and district procedures are followed whenever a search of a student is warranted and conducted. Additionally, whenever illegal activity has occurred on campus, administrators either contact the non-emergency 911 line, 911, or our School Resource Officer as part of their response to ensure a safe and orderly environment for students and staff alike. It should be noted that there was no School Resource Officer during the 2020-2021 school year.

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.*

Discipline data for the 2020-2021 school year is detailed below. It is important to note that student discipline events are significantly decreased this year. Beginning the year in a fully remote model and transitioning to a hybrid model during the second semester significantly reduced the total number of student discipline events in UPSD.

For the second consecutive year, data includes classroom exclusions and in-school suspensions by offense. Prior data only included out-of-school suspensions and expulsions. During the 2020-2021 school year, there was 1 in-school suspension and 6 classroom exclusions. As expected, these numbers are significantly lower than the previous school year which had 62 classroom exclusions and 29 in-school suspensions. As we resume a more typical school year in 2021-2022, we will continue to monitor these types of exclusions from the classroom setting carefully. Our goal is to continue to use exclusionary discipline practices only when necessary to maintain a safe and orderly school environment.
Discipline events that resulted in an out-of-school suspension, or emergency expulsion only took place at the primary and junior high levels this school year. There were no expulsions during the 2020-2021 school year. There were 2 emergency expulsions and 1 suspension. Again, this is a significant decrease as compared to the 194 suspensions that occurred in the 2019-2020 school year. Due to the extremely small number of discipline incidents, data was not disaggregated. We will continue to monitor discipline data carefully as we resume a more typical school year during the 2021-2022 school year.

**Comparative Data from the 2019/20 School Year**

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. The discipline rate is calculated by counting the number of distinct students who have received an out-of-school suspension and dividing that by the number of distinct students enrolled. Individual students are only counted one time in this data. The UPSD discipline rate is typically at or below the state rate. This is an important comparison for the district to ascertain how significant the UPSD suspension rate is compared to other schools in the state. The chart below shows the UPSD overall discipline data for the past five years as compared to the state. (Note: The 2019-20 school year was also impacted by the pandemic with students going home for the last quarter of the year. This abrupt end to in-person learning caused an overall decrease in annual discipline rates for that year all across the state.)

![Discipline Rates for All Students](chart.png)

As indicated above, UPSD is consistently near or below the state average with regard to the overall discipline rate. UPSD was well below the state average in the 2019-2020 school year. Additionally, disaggregated data as compared to the state for identified subgroups – gender, race, income and students who receive Special Education services is also included below.
The overall rate of discipline for UPSD students receiving Special Education services has been on a steady decline for the past four years. However, UPSD students receiving Special Education services were disciplined at a higher rate than the state in the 2019-2020 school year. This will continue to be an area we monitor closely in our system over time.

The discipline rate for low income students in UPSD is consistently below the state average and had a significant decrease aligned with the state data in the 2019-2020 school year.
As compared to the state, Asian students in UPSD are disciplined at a higher rate than their peers, but well below the overall average discipline rate. In the 2019-2020 school year both UPSD and the state discipline rates were less than 1% and were not reported by the state.

The discipline rate for male students in UPSD is typically near the state average. In the 2019-2020 school year, this rate was decreased by almost half and below the state average.
The discipline rate for African American students in UPSD is typically below the state average. While the rate in the 2019-2020 school year was lower than the previous year, it was above the state average by 0.40%. We will continue to monitor this data closely.

The discipline rates for UPSD Hispanic/Latinx students is consistently well below the state average and significantly decreased in the 2019-2020 school year.
The discipline rates for students who are Two or More Races are typically below the state average. This trend continues into the 2019-2020 school year.

The discipline rates for White students as compared to their state peers varies from year to year and is typically near or below the overall discipline rate. In the 2019-2020 school year it was below the state discipline rate while it had been above in the previous two years.

**Summary:**

Discipline data over the last two school years has been anomalous due to COVID-19 impacts. As we resume a more normal school year in the 2021-2022 school year, we will continue to use proactive approaches with students regarding their expected behaviors. We will also carefully monitor our student discipline data throughout the course of the year and respond to trending disparities. Finally, we will continue to provide professional development for all of our staff.
regarding equitable practices and bias awareness in an effort to ensure that our discipline policies, procedures and responses are fair, equitable and effective.

**Adopted:**

**Monitoring Method: Internal Report**

**Monitoring Frequency: Annually in August**