

THE WILLIAM E. DOAR JR. PUBLIC CHARTER SCHOOL  
2011-2012 Discipline Policy

NOTICE OF PROPOSED RULEMAKING

The Chairman of the District of Columbia Public Charter Schools Board (DCPCS), pursuant to section 103 of the District of Columbia Public Education Reform Amendment Act of 2007 (Act), effective June 12, 2007 (D.C. Law 17-9; D.C. Official Code § 38-172) (2008 Supp.), and Mayor's Order 2007-186 (August 10, 2007), hereby gives notice of the intent to adopt this rule, in final, in not less than thirty (30) days from the publication of this notice in the *D.C. Register* or upon approval of the rule by the Council whichever occurs later. The rule will amend Title 5, Chapter 25 of the *D.C. Municipal Regulations* (DCMR), to establish revised student discipline rules for the District of Columbia Public Schools (WEDJ). The proposed rules do not make substantial revisions to the existing rules for proposed discipline of a student with a disability. DCPCS welcomes comments specific to that subject to inform future revisions to that section.

The William E. Doar Jr. Public Charter School Discipline Policy of the DCMR is amended to read as follows:

**STUDENT DISCIPLINE**

GENERAL POLICY APPLICABILITY

GROUNDS FOR DISCIPLINARY ACTION

POLICY FOR DISCIPLINARY ACTIONS

POLICY FOR SUSPENSIONS AND EXPULSIONS

PROCEDURES FOR SUSPENSIONS AND EXPULSIONS

PROCEDURES FOR DISCIPLINARY HEARINGS

HEARING OFFICER RECOMMENDATIONS

REVIEW BY THE EXECUTIVE DIRECTOR

RE-ENTRY FOLLOWING EXPULSION

PROPOSED DISCIPLINE OF A STUDENT WITH DISABILITY

DEFINITIONS

**GENERAL POLICY**

It is the policy of the Chairman or the DC Public Charter School that a safe environment conducive to learning shall be maintained in the D.C. Public Charter Schools (DCPCS). To build and maintain this environment, DCPCS shall provide students, families, and staff with clear expectations and rules for appropriate school behavior. These rules must balance the responsibilities and rights of individuals and the responsibilities and rights of the school community. These rules must reflect the individual's responsibility for contributing to a safe environment conducive to learning and the need for mutual respect and cooperation among all segments of the school community.

William E. Doar Jr. PCS is committed to helping students learn these expectations and rules for appropriate school behavior; WEDJ also will work with students to correct inappropriate behavior. When students' behavior disrupts the school community's safe learning environment,

WEDJ will enable and encourage students to reflect on their actions, to learn from mistakes, and to restore any relationships that have been negatively impacted.

The administration of disciplinary actions will focus on changing and managing inappropriate behavior. To that end all available resources should be utilized, including preventive and responsive interventions that support students' needs.

WEDJ will encourage intervention and remediation strategies in addition to disciplinary consequences at all stages of the disciplinary process. WEDJ will also encourage staff to involve family members in efforts to determine the causes of misbehavior and in the work to support appropriate school behavior.

Options for intervention and remediation shall include, but not be limited to:

- (a) Anger management;
- (b) Attendance intervention plans;
- (c) Behavior contract;
- (d) Behavior log/behavior progress report;
- (a) Behavior redirection;
- (b) Community service;
- (g) Conflict resolution;
- (h) Crime awareness/prevention programs;
- (i) Diverse instructional strategies;
- (a) In-school program restructuring (schedule change);
- (k) Individual or group counseling;
- (l) Intervention by guidance counselor or mental health professional;
- (m) Mediation, including teacher/student mediation and multi-party dispute resolution;
- (n) Mentoring;
- (o) Parent conference;
- (p) Parent observation of student;
- (q) Peer court;
- (r) Positive feedback for appropriate behavior;

- (s) Positive behavior supports
- (t) Problem solving conferences;
- (u) Referral to community based organizations;
- (v) Referral to substance abuse counseling service;
- (w) Rehabilitative programs;
- (x) Restitution;
- (y) Social skills instruction;
- (z) Student support team meeting; and
- (aa) Other appropriate intervention strategies.

WEDJ decisions regarding student behavior and discipline should respect individuals, balance the interests of the school community, and minimize disruption of academic instruction.

WEDJ shall provide a fair and consistent approach to student discipline, within the context of students' rights and responsibilities, as further articulated in these rules.

Disciplinary consequences should be logical, appropriate, and instructive. Disciplinary measures shall consider factors such as:

- (a) The nature of the infraction;
- (b) Circumstances relating to the infraction;
- (c) The age of the student;
- (d) The student's previous behavioral history;
- (a) Whether injury occurred;
- (f) Whether a weapon or controlled substance was involved;
- (g) The safety of other students and staff;
- (h) The educational needs of other students;
- (i) The educational needs of the student to be disciplined; and
- (j) Extenuating circumstances.

Disciplinary responses, as defined in § 2502 of this chapter, shall be aimed, to the extent practicable under the circumstances, at intervention and remediation to enable students to continue their instructional program.

Whenever possible, staff is encouraged to implement disciplinary consequences in a progression, beginning with the least severe appropriate response.

Disciplinary responses for intervention and remediation shall include, but not be limited to, the following strategies:

- (a) Verbal redirection/reprimand;
- (b) Teacher/student conference;
- (c) Parental contact (written or by phone);
- (d) Parent conference;
- (e) Temporary removal of student from classroom;
- (f) In-school disciplinary action;
- (g) Behavior contract;
- (h) Exclusion from extracurricular activities;
- (i) Grade reduction for academic dishonesty only;
- (j) On-site short-term suspension, (one (1) - five (5) days for secondary students or one (1) - three (3) days for elementary students);
- (k) Off-site short-term suspension, except in response to unexcused tardiness or absence;
- (l) Off-site medium-term suspension (six (6) -ten (10) days), except in response to unexcused tardiness or absence;
- (m) Off-site long-term suspension (eleven (11)- ninety (90) days), except in response to unexcused tardiness or absence; and
- (k) Expulsion (off-site suspension for one calendar year).

Students, teachers, and parents shall receive adequate and timely notification of student infractions and disciplinary action.

A copy of the WEDJ policies and rules regarding student discipline should be distributed or made available to students, teachers, and parents within thirty (30) days after the start of each school year.

#### **APPLICABILITY**

The provisions of this chapter shall be enforceable by school authorities, both during regularly scheduled school hours as well as other times and places, including but not necessarily limited to the following:

- (a) When the student is on school grounds;

- (b) When the student is on or off school grounds participating in or attending any function or activity, including field trips, class trips, extracurricular activities, or athletic contests, that are sponsored by or are under the auspices of WEDJ;
- (c) When the student is off school grounds and traveling on transportation provided by WEDJ and the activity involves any conduct prohibited by this chapter;
- (d) When the student commits a prohibited offense that occurs during before-school or after-school programs; and
- (e) When a student commits a prohibited offense off school grounds or outside regular school hours that demonstrably causes a significant disruption to the school environment.

### **GROUNDS FOR DISCIPLINARY ACTION**

Level I behaviors include those behaviors that may be disruptive in the academic environment but do not harm others. Level I behaviors receive classroom-level consequences that may be elevated to administrative intervention if they are not successfully abated by the teacher.

- (a) The following behaviors shall be considered Level I behaviors:
  - (1) Refusal to present school-issued identification upon request;
  - (2) Noncompliance with the dress code;
  - (3) Attending class without required class materials or assigned work;
  - (4) Disengagement from classroom learning;
  - (5) Behaviors that disrupt or interfere with classroom teaching and learning;
  - (6) Unexcused lateness for school or class;
  - (7) Inappropriate displays of affection;
  - (8) Excessive noise in the classroom, hall, or school building;
  - (9) Running in the classroom, hall, or school building;
  - (10) Communicating with staff and peers in a manner that is not polite, courteous, or respectful;
  - (11) Directing profanity or obscene/offensive gestures toward peers;
  - (12) Refusal to comply with staff instructions, or classroom or school rules; and

- (13) Any other conduct that may be disruptive in the academic environment but does not harm others.
- (b) Disciplinary responses for Level 1 behaviors shall include:
  - (1) Verbal redirection or reprimand;
  - (2) Teacher/student conference;
  - (3) Parental contact in writing or by phone;
  - (4) Teacher/parent conference;
  - (5) Temporary removal of student from classroom;
  - (6) In-school disciplinary action;
  - (7) Behavior contract; and
- (1) Other school-based consequences as approved by the Principal or Executive Director.

Level II behaviors include those behaviors that may be disruptive in the academic environment, involve school property, or may cause minor harm to others. Level II behavioral infractions result in school-based interventions and administrative consequences.

- (a) The following behaviors shall be considered Level II behaviors:
  - (1) Using computer/office equipment without permission;
  - (2) Intentional misuse of school equipment/supplies/facilities;
  - (3) Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones);
  - (4) Disruptive behavior on school bus or public transportation (metro bus/rail) directly on the way to or from school;
  - (5) Leaving classroom without permission;
  - (6) Unexcused absence from class;
  - (7) Unauthorized presence in hallway during class time;
  - (8) Unexcused absence from school;
  - (9) Inappropriate or disruptive physical contact between students;
  - (10) Throwing objects that may cause injury or damage to property;

- (11) Any behavior or other conduct that may be disruptive in the academic environment, involve school property, or may cause minor harm to others; and
  - (12) Documented pattern of persistent Level I behavior.
- (b) Disciplinary responses for Level II behaviors shall include:
- (1) Verbal redirection or reprimand;
  - (2) Teacher/student or administrator/student conference;
  - (3) Parental contact in writing or by phone;
  - (1) Administrator/parent conference;
  - (2) Temporary removal of student from classroom;
  - (3) In-school disciplinary action;
  - (7) Behavior contract; and
  - (8) Other school-based consequences as approved by the Instructional Superintendent.

Level III behaviors include those behaviors which have the potential to disrupt the school environment, cause harm to self or others, or destroy school property. In addition to lesser consequences, Level III behavioral infractions may result in either on-site or off-site suspension.

- (a) The following behaviors shall be considered Level III behaviors:
- (1) Inappropriate use of WEDJ computer or network (restricted websites, offensive emails);
  - (2) Sale or distribution of any item without authorization;
  - (3) Possession or distribution of obscene or pornographic material on school premises;
  - (4) Possession or use of tobacco;
  - (5) Use of alcohol;
  - (6) Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia;
  - (7) Unauthorized possession, use, or distribution of over-the-counter medication;
  - (8) Verbal, written, or physical threat to person or property (including

intimidating postures);

- (9) Obscene, seriously offensive, or abusive language or gestures;
- (10) Causing disruption on school property or at any WEDJ-sponsored or supervised activity;
- (11) Gambling;
- (12) Communicating slurs based on race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability, including derogatory sexual language;
- (13) Engaging in sexual acts on school premises or at school-related functions;
- (14) Leaving school without permission;
- (15) Academic dishonesty;
- (16) Forgery;
- (17) Lying to or giving misleading information to school staff;
- (18) Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone);
- (19) Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs);
- (20) Hazing;
- (21) Bullying, or using humiliating or intimidating language or behavior, including Internet bullying;
- (22) Possession of tools or instruments which school administrators deem could be used as weapons;
- (23) Engaging in reckless behavior that may cause harm to self or others;
- (24) Extortion;
- (25) Fighting where there is no injury and no weapon;
- (26) Any behavior or other conduct which has the potential to disrupt the school environment, cause harm to self or others, or destroy school property; and

1. Documented pattern of persistent Level II behavior.

(b) Disciplinary responses for Level III behaviors shall include:

- (1) Verbal redirection or reprimand;
- (2) Teacher/student conference or administrator/student conference;
- (3) Parental contact (written or by phone);
- (4) Parent conference;
- (5) Temporary removal of student from classroom;
- (6) Behavior contract;
- (7) In-school disciplinary action;
- (8) Grade reduction for academic dishonesty;
- (9) On-site short-term suspension;
- (10) Off-site short-term suspension, except in response to unexcused tardiness or absence; and
- (11) Off-site medium-term suspension, except in response to unexcused tardiness or absence.

Level IV behaviors include those behaviors which cause significant disruption to the school environment, cause harm to self or others, or destroy school property. Level IV behaviors result in off-site suspension.

(a) The following behaviors shall be considered Level IV behaviors:

- (1) Acts of vandalism, destruction of property, or graffiti (tagging);
- (2) Documented theft of school or personal property without force;
- (3) Interfering with or disrupting school programs;
- (4) Trespassing;
- (5) Tampering with, changing, or altering an official record or document of a school;
- (6) Persistent harassment based on race, color, national origin, sex, real or perceived gender, sexual orientation, age, religion, or disability;

- (7) Lewd or indecent public behavior or sexual misconduct;
  - (8) Sexual harassment;
  - (9) Retaliation for reporting harassment and sexual harassment;
  - (10) Fighting which creates substantial risk of or results in minor injury;
  - (11) Inciting others to violence or disruption;
  - (12) Activating false alarm;
  - (13) Contaminating food;
  - (14) Possession of a replica or imitation of a weapon (including water guns);
  - (15) Using an article that is not normally considered a weapon to intimidate or threaten another individual;
  - (16) Any behavior or conduct which causes significant disruption to the school environment, causes harm to self or others, or destroys school property; and
  - (17) Documented pattern of persistent Level III behavior.
- (b) Disciplinary responses for Level IV behaviors include:
- (1) Off-site short-term suspension, except in response to unexcused tardiness or absence;
  - (2) Off-site medium-term suspension, except in response to unexcused tardiness or absence; and
  - (3) Off-site long-term suspension, except in response to unexcused tardiness or absence.

Level V behaviors include those behaviors which are illegal, cause substantial harm to self or others, or cause major disruption to the school environment. Level V behaviors result in off-site suspension or expulsion.

- (a) The following behaviors shall be considered Level V behaviors:
- (1) Acts of exceptional misconduct at other schools;
  - (2) Vandalism/destruction of property over \$500;
  - (3) Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia;

- (4) The possession or distribution of alcohol;
- (5) The possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 *et seq.* (2001);
- (6) Causing serious disruption or damage to school's computer systems, electronic files, or network;
- (7) Possession of fireworks or explosives;
- (8) Theft or attempted theft using force, coercion, intimidation, or threat of violence;
- (9) Assault or physical attack on student or staff;
- (10) Fighting which results in a serious physical injury;
- (11) Participating in group fight which has been planned, causes major disruption to school day, or results in substantial bodily injury;
- (12) Using an article that is not normally considered a weapon to injure another individual;
- (13) Use, threatened use, or transfer of any weapon;
- (14) Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.
- (15) Any behavior that violates the Gun-Free Schools Act;
- (16) Deliberate acts that cause severe physical injury to another person(s).
- (17) Assault with a weapon;
- (18) Commission or attempted commission of any act of sexual assault or sexual aggression;
- (19) Arson;
- (20) Biohazard;
- (21) Bomb threat;
- (22) Any other intentional use of violence, force, coercion, threats,

intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools;

- (23) Any other behavior that is illegal, causes substantial harm to self or others, or causes major disruption to the school environment; and
  - (24) Documented pattern of persistent Level IV behavior.
- (b) Disciplinary responses for Level V behaviors include:
- (1) Off-site long-term suspension, except in response to unexcused tardiness or absence; and
  - (2) Expulsion.
- (c) Weapons include, but are not limited to:
- (1) Weapons enumerated in D.C. Official Code § 22-4514 (2001);
  - (2) Firearms as enumerated in 18 V.S.C. § 921 (2000);
  - (3) Knives (e.g. bowie, dirk, lock-blade, hunting, pen, pocket, switchblade, utility, boxcutter, etc.);
  - (4) Martial arts devices (e.g. Chinese stars, 'nunchucks', etc.);
  - (5) Air gun, bb gun, paintball gun;
- (6) Other weapons or instruments designed to be or commonly used as weapons (e.g., chains, clubs, knuckles, night stick, pipes, studded bracelets);
- (7) Tear gas;
  - (8) Explosives;
  - (9) Slingshot;
  - (10) Bullets;
  - (11) Chemical weapon; and
  - (12) Razorblade or razor.

## **POLICY FOR DISCIPLINARY ACTIONS**

All disciplinary actions shall be effected pursuant to the rules in this Chapter. Disciplinary actions that do not involve removal from school may be effected through procedures established by the principal at each school.

The Principal or Executive Director, at his or her discretion, may review and modify any proposed disciplinary action.

Disciplinary responses should be assigned only after consideration of the factors involved in the inappropriate behavior as outlined and after consideration of intervention and remediation responses.

Disciplinary action for students with disabilities shall be imposed in compliance with these Rules.

Records of all disciplinary action taken shall be maintained for each student in a student discipline file that is separate from the student's official record and cumulative file. Disciplinary records are primarily for the use of the school that the student attends. Disciplinary records shall be maintained by the school until the student is promoted to the next educational level, e.g., from elementary to secondary school.

## **POLICY FOR SUSPENSIONS AND EXPULSIONS**

The policies and procedures described shall apply to all suspensions and expulsions.

Off-site suspension and expulsion shall not be used in response to unexcused tardiness or absence.

Principals shall consider all extenuating circumstances before recommending expulsion for students under thirteen years of age.

A student may be suspended immediately if he or she is contributing to an emergency situation in a school. An emergency situation may exist either because general conditions in the school (e.g., a series of fires or false alarms; a manifestly high level of student tension; an increasing number of fights or physical attacks; a large number of abuses of property) or because the behavior of an individual student is so disruptive or dangerous that he/she possess a real and immediate threat to the health and safety of other members of the school community, or to the ability of the school community or the school or portion thereof to continue normal operations.

A student may be expelled from WEDJ for the commission of an infraction as set forth in

Students who have been suspended or expelled shall not be eligible to participate in any school function for the duration of their suspension or expulsion. The only exceptions that may be authorized by the Executive Director his or her designee shall be for system-wide testing, or College Board or admission examinations.

In accordance with An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes, approved February 4, 1925 (43 Stat. 806; D.C. Official Code § 38-201 *et seq.*), all children of compulsory school age are required to attend school or receive an equivalent education approved by WEDJ. Notwithstanding the parent's responsibility to ensure that the child attends a school, a student may be subject to suspension or expulsion from WEDJ pursuant to this chapter.

The principal or other school official may establish, or make a referral to, a special class or other supervised program for students who are suspended, subject to the approval of the Executive Director or designee. This special class or other supervised program may be located within a student's home school or at another appropriate WEDJ site.

A student who has been suspended or expelled shall have access to an education plan as follows:

- (a) If a student is suspended for fewer than eleven (11) days, the principal initiating the suspension shall provide an educational plan that meets the student's educational and disciplinary needs.
- (b) If a student is suspended for eleven (11) days or more or expelled, the student shall be placed in an alternative educational setting.

Restitution and/or school service may be required in any case involving school property (e.g., arson, vandalism, burglary, robbery). The amount of restitution or type of school service shall be determined by the Executive Director or designee.

If a student's suspension or expulsion is for a period exceeding the number of school days remaining in the school year, any remaining part of the term of the suspension or expulsion may be applied to the succeeding school year.

Students younger than the age of fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school hours unless accompanied by a parent or guardian, or his or her designee. Students older than fourteen (14) who have been suspended or expelled shall not be allowed to leave school grounds during school hours until a parent or guardian, or his or her designee, has been verbally contacted and given a reasonable opportunity to arrange for proper supervision of the student. If the parent or guardian of a suspended student cannot be notified in person or by telephone" the student must remain at school until the end of the school day.

If the parent or guardian of a student who has been suspended cannot be verbally contacted before the next school day, and the student arrives at school, he or she must remain in the building until a parent or guardian can be contacted and given a reasonable opportunity to arrange for proper supervision of the student or until the end of the school day. Student may be segregated and must be appropriately supervised during this time.

Except in cases of immediate emergency suspensions as defined, students shall remain in their regular assigned classroom or education setting until the final determination of the suspension has been made.

For students seeking to enroll in WEDJ and who have been suspended or expelled from their current school, or who have withdrawn while disciplinary action is pending, the Executive Director or designee shall review the facts and circumstances regarding the student's suspension, expulsion, or withdrawal pending expulsion, if the infraction for which the student was disciplined is one for which the student could have been disciplined within WEDJ. The purpose of this review is to determine the appropriate placement within WEDJ, if any.

## PROCEDURES FOR SUSPENSIONS AND EXPULSIONS

Authority to impose suspensions and expulsions is as follows:

- (a) On-site short-term suspension may only be authorized by the Principal or the Executive Director or designee.
- (b) Off-site short-term suspension may only be authorized by the Principal or Executive Director or designee.
- (c) Off-site medium-term suspension may be proposed by the Principal and may be authorized only by the Executive Director or designee. The Executive Director or designee may modify the proposed action including rescission.
- (d) Off-site long-term suspension may be proposed by the Principal and may be authorized only by the Executive Director or designee. The Executive Director or designee may modify the proposed action, including rescission.
- (e) Expulsion, except expulsions for violations relating to the Gun-Free Schools Act, may be proposed in writing by the Principal to the Executive Director or designee and may be authorized only by the Executive Director or designee,
- (f) Expulsion for violations of the Gun-Free Schools Act may be approved only by the Executive Director.

Any student who is to be suspended or expelled shall be given a conference with the school official responsible for making or approving the disciplinary action, prior to the suspension or expulsion. In the event that a student is suspended due to emergency conditions, the conference shall be held no more than three (3) school days after the suspension is initiated.

The conference shall include a discussion of the following:

- (a) The grounds for disciplinary action as referred to in this chapter including a citation of the rule(s) upon which the action is based, and a description, in reasonable detail, of the facts and events upon which the disciplinary action is proposed;
- (b) An explanation of the evidence or facts upon which the school official has determined that the student has committed an infraction, chapter, including a summary of the recommended disciplinary action;
- (c) An opportunity for the student to present the student's version of the facts or to explain the events or action upon which the alleged infraction is based;
- (d) The decision regarding the infraction and the recommended disciplinary action to be provided after the student has had an opportunity to present

his or her version of the facts and/or to explain the events or actions upon which the alleged infraction is based;

- (e) A statement informing the student, or student's parent or guardian, of the right to examine the student's records and any official report of the incident prior to the imposition of the proposed discipline; and
- (f) The student's rights to an appeal pursuant to a hearing pursuant to section
- (g) If the Principal is recommending expulsion, the Principal shall report his or her findings and recommendations from the conference in writing to the student and parent or guardian and the Executive Director or designee. The principal shall also inform the student and parent or guardian in writing of disciplinary hearing procedures, appeal rights, and the requirements for readmission.

The conference may include the parent or guardian, witnesses, and/or legal representative, but participation by such party (ies) shall not be required.

A principal authorizing short-term suspension shall submit the authorization to the Executive Director or designee within one school day.

A principal or school official proposing medium- or long-term suspension must immediately submit the proposal to the Executive Director or designee. The Executive Director designee may authorize the proposed suspension or modify it to reduce the number of days suspended.

A principal or school official proposing expulsion shall make a written recommendation for expulsion to the Executive Director or designee no more than one (1) school day after the expulsion conference. The principal's recommendation may be made based upon an initial recommendation from a teacher or other school official. The recommendation to expel shall be supported by sufficient written documentation to enable the Executive Director or designee to make an independent decision regarding expulsion. A copy of this recommendation and any attendant documentation shall also be provided to the parent or guardian of the student involved.

No more than five (5) school days after receiving the principal's findings, the Executive Director or designee shall either concur with or modify the recommended action. If a principal recommends expulsion for bringing a weapon into WEDJ in violation of the Gun-Free Schools Act, only the Executive Director may modify the expulsion recommendation.

In determining whether to propose an expulsion, the Executive Director or designee shall consider the factors.

If the Executive Director or designee does not concur with the recommended expulsion, he or she may propose other disciplinary action.

If the Executive Director or designee concurs with the recommended expulsion, he or she

shall immediately forward a written proposal for expulsion to the Office of Youth Engagement.

Students and parents or guardians shall be provided written notice of all suspensions and expulsions as follows:

- (a) No student may be suspended or expelled without written notice.
- (b) Following the oral notice provided to parents or guardians, verifiable written notice (e.g. email, certified mail, or hand-delivered mail with a signature receipt) of all authorized or proposed suspensions and expulsions must be provided to the parent or guardian or to the adult student no later than one school day after the decision by the principal or Executive Director or designee to authorize or propose suspension or expulsion. Both communications shall be conducted in the parent's native language or translated, when necessary.
- (c) The notice must inform the parent or guardian that the Executive Director or designee will be advised of a proposed suspension or expulsion and that he or she ultimately has the authority to modify or rescind the disciplinary action. Adult students shall receive notification of their infraction in the same manner.
- (d) The notice must also include a description of the infraction, a summary of the facts, the length of the proposed suspension or expulsion, the principal's recommendation for an educational plan or alternative educational setting; and a description of the student's right to appeal
- (e) A student who has been given a notice of proposed expulsion may be immediately placed on suspension in accordance with the rules and procedures in this section.

A student who has been suspended for fewer than eleven (11) days may appeal the suspension as follows:

- (a) A short-term suspension may be appealed to the Principal.
- (b) A medium-term suspension may be appealed to the Executive Director or designee.
- (c) All appeals must be made by the student's parent or guardian or the adult student, in writing, no later than one (1) school day after receiving the notice of suspension.
- (d) All appeals will be heard by the principal (for short-term suspensions) or the Executive Director or designee (for medium-term suspensions) no later than one school day after the appeal is requested.
- (e) The student and his or her parent or guardian may present evidence and ask witnesses to speak.

- (f) At the conclusion of the conference, the principal or Executive Director or designee, as appropriate, shall render a final decision.
- (g) No more than one (1) school day after the conference, the principal or Executive Director or designee, as appropriate, shall give the student and his or her parent or guardian, the Instructional Superintendent, and the Office of Youth Engagement a written summary of the conference proceedings, including the final decision.

A student who has been suspended for eleven (11) days or more or who has been expelled has a right to a hearing.

No more than one (1) school day after authorization or modification of a long-term suspension, the Executive Director or designee shall forward the recommended suspension to the hearing office for immediate scheduling and shall provide notice of the intent to schedule a hearing to the parent or guardian or adult student.

The Office of Youth Engagement shall schedule a disciplinary hearing to take place no more than five (5) school days after receipt of the Executive Director designee's proposal for expulsion. Disciplinary hearings shall be conducted pursuant to the rules.

Once a hearing is scheduled, the student shall be placed on suspension or in another appropriate placement until the conclusion of the hearing and appeals processes.

#### **PROCEDURES FOR DISCIPLINARY HEARINGS**

Disciplinary hearings shall be held at a time and place that is reasonably convenient to the student and parent or guardian.

For medium- and long-term suspensions, the hearing shall be held not more than four (4) school days after a written notice regarding disciplinary action is provided to the parent or guardian or adult student, except that the hearing may be postponed for not more than five (5) school days upon the request of the adult student, minor student's parent or guardian, or his or her representative, where postponement of the hearing is necessary to prepare for the hearing, provide for the hearing, or provide for the attendance of necessary parties.

For expulsions, the hearing shall be held not more than four (4) days after written notice of the Executive Director or Designee's proposal is given to the Office of Youth Engagement, except that the hearing may be postponed for not more than five (5) school days upon the request of the adult student, minor student's parent or guardian, or his or her representative, where postponement of the hearing is necessary to prepare for the hearing, provide for the hearing, or provide for the attendance of necessary parties.

The hearing shall be closed to the public unless the parent or guardian or adult student requests an open hearing.

The student shall have a right, but shall not be required, to have a representative or legal counsel, selected by the parent or guardian or adult student.

The student, parent or guardian, or representative shall have the opportunity to question any witness or challenge any documentary evidence.

All proceedings shall be translated into the native language of the parent or guardian or student, including sign language.

The parent or guardian or adult student shall have the opportunity to present testimony and documentary evidence, including the opportunity to call any witness to present testimony relevant to the disciplinary action or other school system recommendation. The right to call witnesses shall include the right to require the presence of any involved school official.

It shall be the burden of the WEDJ to show by a preponderance of the evidence that the student did commit the infraction(s) upon which the disciplinary action is based.

The hearing officer shall ensure that all due process procedures have been followed or waived.

The hearing officer may question any witness or party and shall examine all documentary evidence.

The hearing shall not be conducted according to the rules of evidence. However, the hearing officer may exclude any testimony or evidence that is irrelevant or repetitive.

The hearing officer shall ensure that the hearing is conducted in a fair and orderly manner and shall have the authority to exclude any party or other person from the hearing on the grounds of substantial interference or obstruction of the orderly hearing process.

The hearing officer shall make an official electronic audio recording of the hearing, which shall constitute the official record thereof. Upon request, a copy of the recording shall be made available to the parent or guardian, adult student, , or representative and the local school principal. This provision shall not preclude a parent or guardian or representative from also recording or transcribing the hearing at his or her expense.

The principal or school official shall indicate a recommendation of the school system for the duration of the off-site placement.

#### **HEARING OFFICER RECOMMENDATION**

Within one school day of the conclusion of a disciplinary hearing, the hearing officer shall issue a written recommendation which shall include the following:

- (a) A statement of the facts, as determined from the testimony and evidence presented at the hearing;
- (b) A conclusion as to whether the required due process procedures have been properly followed or waived;
- (c) A conclusion as to whether the student committed the infraction(s) upon which the disciplinary action is based; and
- (d) A determination regarding the appropriateness of the proposed disciplinary action or an order for a modification thereof, including explicit justification for any recommended modification

For medium- and long-term suspensions, the Executive Director or designee shall render a final decision no later than one school day after receiving the hearing officer's recommendation.

For expulsions, the Office of Youth Engagement shall render a final decision no later than one school day after receiving the hearing officer's recommendation.

A copy of the Executive Director Designee's or Office of Youth Engagement's written determination and conclusions of law shall be given or mailed, within twenty-four (24) hours, to the adult student, the minor student's parent or guardian, and their representatives, if any.

Additional copies of the Executive Director designee's or Office of Youth Engagement's determination shall be sent, within twenty-four (24) hours, to the principal or other school official in charge of the school or program in which the student is enrolled, and, retained in the files of the student hearing office.

If the hearing officer recommends disciplinary action is not warranted, based on the fact that the student did not violate any WEDJ rule or policy, the determination shall include an order to destroy all school records regarding the disciplinary action, including any reports that relate to the incident upon which the disciplinary action was proposed, insofar as those reports individually identify the student. If the hearing officer determines that disciplinary action is not warranted and either: (a) fails to state whether a WEDJ rule or policy was violated, or, (b) states that a WEDJ rule or policy was violated but nevertheless finds the disciplinary action to be unwarranted, the school may maintain documents concerning the alleged infraction until the conclusion of the school year immediately following the incident.

If the Executive Director designee has authorized and proposed expulsion for violating the Gun-Free Schools Act, the parent or guardian or adult student may appeal the decision of the Office of Youth Engagement to the Executive Director. The decision of the Executive Director shall be final and shall be provided to the parent or guardian, or adult student, Executive Director designee, and the principal of the school from which the student was expelled.

Notwithstanding the other provisions of this section, the Executive Director or designee may, at his or her discretion, initiate expulsion action without the recommendation of a principal or designee.

Proposed expulsion may be appealed directly to the Executive Director.

A parent or guardian, or adult student who wishes to appeal a proposed expulsion directly to the Executive Director must submit a written request to appeal the proposal within one (1) school day of receiving notification of the expulsion.

Upon receipt of an appeal, the Executive Director or their designee shall schedule a conference with the parent or guardian, or adult student, to be held within three (3) school days of receiving the written appeal request.

During the conference, the parent or guardian, or adult student, may present evidence and witnesses in support of his or her appeal.

No more than two (2) school days after the conclusion of the conference, the Executive Director shall render a final decision. The Executive Director shall provide the parent or guardian, or adult student, the Instructional Superintendent, and the Office of Youth Engagement a written summary of the conference proceedings and his or her final decision.

### **REVIEW BY THE EXECUTIVE DIRECTOR**

The Executive Director may review, at his or her discretion, all proposed disciplinary actions. If the Executive Director determines that disciplinary action is not warranted, the determination shall include a statement ordering the destruction of all school records of the disciplinary action, including any reports of the disciplinary action that relate to the incident upon which the action was based, provided that, from the facts presented, it is determined that there was no violation of any WEDJ rule or policy, insofar as those reports individually identify the student.

With respect to all disciplinary actions, the Executive Director may overrule or modify any proposed disciplinary action including expulsion.

### **RE-ENTRY FOLLOWING EXPULSION**

At the conclusion of an expulsion (one calendar year), the Executive Director's designee shall hold a conference to determine appropriate school placement for the student.

The conference shall be held according to guidelines, and shall include discussion of the following topics:

- (a) The student's activities while under disciplinary action;
- (b) The steps the student will take to avoid a subsequent disciplinary action;
- (c) Support required by the student to avoid subsequent disciplinary action;  
and
- (a) Any other pertinent circumstances.

Effort shall be made to return the student to his or her previous school, unless the Executive Director or designee reasonably concludes based on the conference that another school is a more appropriate setting.

The student and his or her parent or guardian shall be informed of the school placement no more than one school day after the conference, and the registration/enrollment process shall be facilitated as smoothly and quickly as possible thereafter.

The principal of the receiving school shall ensure the returning student receives an appropriate academic program, as well as services to ensure a smooth transition back into the general school population (e.g., SST meeting, counseling, etc.).

### **PROPOSED DISCIPLINE OF A STUDENT WITH DISABILITY**

Nothing herein shall exempt a student with a disability from disciplinary action.

In initiating disciplinary procedures applicable to all children, WEDJ must ensure that the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the determination regarding the disciplinary action. Such documentation may include, but not be limited to (with any required permission from parent/guardian): the student's current IEP, discipline file, cumulative file, anecdotal records from teachers or other school personnel, reports or recommendations from health or mental health clinicians.

The removal of a student with a disability from his or her current placement for more than ten (10) school days for disciplinary reasons shall require that a determination be made as to whether the subject behavior is related to the student's disability.

If the result of the review is a determination that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to the child in the same manner in which they would be applied to children without disabilities

WEDJ may order an immediate removal of a student with a disability from his or her current placement:

- (a) To an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent such alternatives would be applied to children without disabilities); and
- (b) To an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline, up to but not exceeding forty-five (45) days if:
  - (1) The student carries a weapon to school or to a school function;

- (2) The student knowingly possesses or uses illegal drugs or solicits the sale of a controlled substance while at school or at a school function;  
or
- (3) Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction WEDJ.

WEDJ must make a free appropriate public education available to all eligible children with disabilities, including children with disabilities who have been suspended or expelled from school. When a student with a disability is removed from his or her current placement for more than ten (10) school days for disciplinary reasons, WEDJ must continue to provide the specialized instruction and related services that are specified on the student's IEP.

Any interim alternative educational setting in which a child is placed must:

- (a) Be selected so as to enable the child to continue to participate in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and
- (b) Include services and modifications designed to address the behavior described in the disciplinary report so that it does not recur.

If a disciplinary action is contemplated as described in incident report for a behavior of a child with a disability described in either of those subsections, or if a proposed disciplinary action involves removal of a student with a disability from his or her current placement for more than ten (10) consecutive school days:

- (a) Not later than the date on which the decision to take that action is made, the parents must be notified of that decision and of all procedural safeguards accorded by law; and
- (b) Immediately, if possible, but in no case later than ten (10) school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to the disciplinary action.

Within ten (10) school days of any disciplinary decision to remove a student with a disability from his or her current placement, WEDJ, the parent, and relevant members of the child's IEP Team (as determined by the parent and the WEDJ) must review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- (a) If the conduct in question was caused by, or had a direct and substantial

relationship to, the child's disability; or

- (b) If the conduct in question was the direct result of the LEA's failure to implement the IEP.

The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either 34 CFR 300.530(e)(1)(i) or (1)(ii) was met with LEA, the parent, and relevant members of the child's IEP Team determine the condition described in 34 CFR 300.530(e)(1)(ii) was met, the LEA must take immediate steps to remedy those deficiencies.

In carrying out a review, the IEP Team may determine that the behavior of the child was not a manifestation of such child's disability only if the IEP Team:

- (a) First considers, in terms of the behavior subject to disciplinary action, all relevant information, including:
  - (1) Evaluation and diagnostic and results, or other relevant information supplied by the parents of the child;
  - (2) Observations of the child;
  - (3) The child's IEP and placement; and
  - (4) Any other material deemed relevant by the IEP Team, including, but not limited to, school progress reports, anecdotal notes and facts related to disciplinary action taken by administrative personnel; and
- (b) Then determines that:
  - (1) In relationship to the behavior subject to disciplinary action, the child's IEP, and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's IEP and placement;
  - (2) The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action; and
  - (3) The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

Either before or not later than ten (10) consecutive school days after taking a disciplinary action

- (a) If WEDJ did not conduct a functional behavioral assessment and implement a behavioral intervention plan for such child before the behavior that resulted in the suspension described above, WEDJ must

convene an IEP meeting to develop an assessment plan to address that behavior; or

If the child's parent disagrees with a determination that the child's behavior was not a manifestation of the child's disability or with any decision regarding placement, the parent may request a hearing.

WEDJ must arrange for an expedited hearing, which must occur within twenty (20) school days of the date the complaint requesting the hearing is filed, in any case described in this section when requested by a parent.

In reviewing a decision with respect to the manifestation determination, the hearing officer must determine whether WEDJ has demonstrated that the child's behavior was not a manifestation of such child's disability.

A disciplinary hearing officer may recommend the removal of a student with a disability from his or her current placement for not more than forty-five (45) days if the hearing officer:

- (a) Determines that WEDJ has demonstrated by substantial evidence that maintaining the current placement of such child is substantially likely to result in injury to the child or to others;
- (b) Considers the appropriateness of the child's current placement;
- (a) Considers whether WEDJ has made reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services; and
- (b) Determines that the interim alternative educational setting meets the requirements described below.

In recommending the removal of a student with a disability from his or her current placement removal of a student with a disability from his or her current placement to an alternative education setting for disciplinary reasons, the hearing officer must apply the standards set above.

When a parent requests a hearing regarding a disciplinary action to challenge the interim alternative educational setting or the manifestation determination, the child must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in (i.e., 45 days), whichever occurs first, unless the parent and WEDJ agree otherwise.

If a child is in an interim alternative educational setting for disciplinary reasons and school personnel propose to change the child's educational placement after expiration of the interim alternative setting for disciplinary reasons, during the pendency of any proceeding to challenge the proposed change in placement, the child must remain in the current placement (the child's placement prior to the interim alternative educational setting),

If school personnel maintain that it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative education setting) during the pendency of the due process proceedings, WEDJ may request an expedited hearing.

A child who has not been determined to be eligible for special education and related services under this part and who has engaged in behavior that violated any rule or code of conduct of WEDJ, including any behavior described in this chapter, may assert any of the applicable protections provided for in the Individuals with Disabilities Education Improvement Act, as amended, if WEDJ had knowledge that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

WEDJ is deemed to have knowledge that a child is a child with a disability if:

- (a) The parent of the child has expressed concern in writing (unless the parent is illiterate or has a disability that prevents compliance with the requirements contained in this clause) to supervisory or administrative personnel of [WEDJ], or a teacher of the child, that the child is in need of special education and related services;
- (c) The parent of the child has requested an evaluation of the child; or
- (d) The teacher of the child or other personnel of WEDJ has expressed specific concerns about a pattern of behavior or performance of the child to the Director of Special Education or to other WEDJ personnel.

WEDJ is deemed not to have knowledge that a child is a child with a disability if: the parent of the child has not allowed an evaluation of the child pursuant to 34 CFR 300.300 through 300.311 or has refused services under Part B of the IDEA; or the child has been evaluated in accordance with 34 CFR 300.300 through 300.311 and determined to not be a child with a disability under Part B of the IDEA.

If WEDJ does not have knowledge that a child is a child with a disability in accordance with prior to taking disciplinary measures against the child, the child may be subjected to the same disciplinary measures applied to children without disabilities who engaged in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures under this chapter, the evaluation must be conducted in an expedited manner. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by WEDJ and information provided by parents, WEDJ must provide special education and related services in accordance with the relevant provisions of the Individuals with Disabilities Education Improvement Act, as amended, except that, pending the results of the evaluation, the child must remain in the educational placement determined by school authorities.

Nothing in the Individuals with Disabilities Education Improvement Act, as amended, shall be construed to prevent D.C. law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a child with a disability.

Nothing in the Individuals with Disabilities Education Improvement Act, as amended, shall be construed to prohibit WEDJ from reporting a crime committed by a child with a disability to appropriate authorities. In reporting a crime committed by a child with a disability to appropriate authorities, WEDJ must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to which it reports the crime.

## DEFINITIONS

Unless the same term or phrase is defined, the definitions set forth in are incorporated in this chapter by reference and shall apply to the terms and phrases used in this chapter.

As used in this chapter, the following terms and phrases shall have the meanings ascribed:

"Alternative setting" - an educational program other than that in which the student was placed prior to disciplinary action.

"Academic dishonesty" - any conduct that unfairly influences academic outcomes including:

- (a) Plagiarism including the adoption or reproduction of ideas, words, or statements of another person or source without giving acknowledgment or credit to the person or source;
- (b) Cheating including any attempt to give or obtain assistance in with a test or examination, without permission or acknowledgment;
- (c) Deception including false information to instructional staff - for example, a student giving a false excuse for missing a deadline or making a false claim that assignment was submitted;
- (d) Fabrication including altering data, information, and documents affecting any student's academic records; forging signatures of authorized instructional staff or falsifying information on an official school document, i.e. report card, letter of permission, petition, class schedule, ID card, or any other official school document;
- (e) Sabotage including creating situations to prevent others from completing their work. For example, destroying another student's work or tampering with the experiments of other students; and

- (f) Unauthorized Access including gaining unauthorized access to computer systems, academic or administrative records and information; viewing or altering any records; modifying computer programs or systems; or releasing or distributing information gained through unauthorized access.

"Acts of exceptional misconduct" - any activity that would constitute a felony or misdemeanor under District or federal law

"Assault" - being physically violent, using unwarranted force, or demonstrating a deliberate and immediate intent to be physically violent towards another. Assault does not include: 1) incidental touching unless it is flagrant, purposeful, repeated, or results in the threat of imminent harm; or 2) self-defense or the defense of someone else who is being assaulted if the force used in defense is reasonable in response to the assault.

"Distribution" - the transfer to any other person, with or without the exchange of money or other valuables.

"WEDJ" – William E. Doar Jr.

"Disruptive conduct" - flagrantly and substantially interfering with teaching or learning in the classroom, school activities, or extracurricular activities. Disruptive conduct includes, but it is not limited to engaging in behavior that passes beyond the limits of mutual teasing or normal age or developmentally appropriate play.

"Elementary" - grades preK -grade 5

"Expulsion" - the denial of the right of a student to attend any WEDJ School or program, including all classes and school activities, except WEDJ alternative settings, for one (1) calendar year.

"Extortion" or "blackmail" - obtaining, or attempting to obtain, money or property from another person, with or without that person's consent, induced by wrongful use of force or intimidation, or the threat thereof.

"False alarm" - triggering a fire alarm or initiating a report of fire or emergency without valid cause, or accessory to this offense.

"Fighting" - engaging in or provoking physical contact involving anger or hostility. Fighting includes, but is not limited to, the following:

- (a) Engaging in mutual physical contact involving anger or hostility;
- (b) Teasing, harassing, threatening or intimidating others in a manner that results in physical contact involving anger or hostility;

- (c) Physical retaliation for teasing, harassing, threatening, or intimidating behavior; or
- (d) Verbally inciting or physically supporting a fight through one's encouragement or presence.

"Forgery" - forging signatures on notes or letters from parents, guardians, teachers, staff members, or office personnel; or the falsification of travel plans or sign-out designations.

"Gambling" - playing cards, dice, or games of chance for money or other things of value.

"Gang" - a group of individuals that are involved in illegal, intimidating or harassing conduct.

"Gun-Free Schools Act" - Federal law requiring states to have a law in place requiring the expulsion of a student who is found to have brought a firearm to school

"Hazing" - actions taken against a person for the purpose of being initiated into a group that endangers the mental or physical health, well being or safety of a student, and results in humiliation, embarrassment, ridicule, intimidation or shame.

"Harassment" - engaging in intentional written, verbal, or physical bullying, intimidating, or harassing conduct that is for the purpose of embarrassing or denigrating another person, physically harming a person or damaging the person's property in a manner that is severe, persistent, or pervasive and creates an intimidating or threatening educational environment that has the effect of substantially interfering with the student's education or adult's right to teach or manage student behavior, or has the effect of substantially disrupting the orderly operation of the school. Harassment also includes written or verbal communications that are electronically transmitted with the intention of creating or causing the same harm described above.

"Inappropriate use of WEDJ computer or network" - includes, but is not limited to, the following:

- (a) Viewing inappropriate Internet sites, e.g., pornography;
- (b) Downloading pornography or any other internet material that is obscene, lewd, profane, vulgar, offensive, sexually oriented, or material that is wholly inconsistent with the fundamental values of public school education;
- (c) Installing, storing, or distributing copyrighted software or materials on

WEDJ computers without proper authorization; or

- (d) Inappropriately using e-mail or other internet communications from WEDJ computers, such as to harass or harm others.

"Intentional misuse of school equipment/supplies/facilities" - deliberately misusing school equipment, supplies, or facilities, including failure to follow safety rules.

"Long-term suspension" - suspension for eleven (11) to ninety (90) school days.

"Medium-term suspension" - suspension for six (6) to ten (10) school days.

"Possession" - knowingly carrying or having an item on one's person, or exercising control over an item, that is prohibited from being on school grounds, that is either in the possession of a third-party or has been intentionally placed in a location on or near school property for the purpose of disposing of the item or retrieving the item at a future time.

"Secondary" - grade 6 or higher.

"Self-defense" - defensive behavior that occurs while an assault is being inflicted on oneself or another, and is not more forceful than absolutely needed to deflect the violence suffered and prevent continuing injury or harm to oneself or the other person. Examples of self-defense are deflecting blows without returning them and holding or holding back an attacker to keep him/her from continuing to assault. Defensive behavior that is considerably more forceful than needed for legitimate self-defense may be considered assault.

"Sexual act" - any sexual act committed among two consenting of both parties.

"Sexual harassment" - deliberately harassing another person for sexual reasons or in a sexualized manner with unwanted attention, touching, or verbal comments such that the person is uncomfortable, intimidated, or threatened by the behavior.

"Short-term suspension" - on-site or off-site suspension for one (1) to five (5) school days for secondary students or one (1) to three (3) school days for elementary students.

"Suspension" - the denial of the right of a student to attend any WEDJ school or program, including all classes and school activities, except in an approved alternative setting, in no event exceeding ninety (90) school days pursuant to the provisions of this chapter.

"Threat" - the communication of an intention to intimidate, harass or inflict violence, harm or terror on an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions, which cause the other person to believe his or her life or safety, or property, is in danger.

"Trespassing" - being present on school property without permission of school authorities. This includes entering any school district property, except an approved alternative setting, while serving an off-site suspension or expulsion or attending any school function at any location while serving a suspension or expulsion in contravention.

"Use"- when referring to alcohol, marijuana or other illegal drugs, or prescription medication, means a finding, based on reasonable evidence, student was found to have consumed such substances without proper authorization, or that a student was found, based on reasonable have been under the influence of same while under the authority.

Comments on this rule should be submitted, in writing to

John Goldman  
Executive Director,  
William E. Doar Jr. PCS, 705 Edgewood St NE, Washington, DC, 20017 within forty-five (45)  
days of the date of publication of this notice.