

Supporting Students with “Other Forms of Discipline”

The district has identified the following examples of **supports and interventions** that staff may use as “other forms of discipline”:

Examples of Classroom Interventions Prior to Exclusion	Examples of Building Interventions Prior to Exclusion
<ul style="list-style-type: none"> • Specific Praise 	<ul style="list-style-type: none"> • School-wide behavior expectations that are taught and retaught
<ul style="list-style-type: none"> • Reinforcement plans 	<ul style="list-style-type: none"> • Building-wide lessons taught to the expectations
<ul style="list-style-type: none"> • Ongoing teaching/re-teaching of behavioral expectations 	<ul style="list-style-type: none"> • Video modeling
<ul style="list-style-type: none"> • Social-emotional curriculum taught consistently 	<ul style="list-style-type: none"> • Visual expectations
<ul style="list-style-type: none"> • Specialized schedule 	<ul style="list-style-type: none"> • Expectation expos
<ul style="list-style-type: none"> • Visual break schedule 	<ul style="list-style-type: none"> • Re-teaching expectation
<ul style="list-style-type: none"> • Visuals for expectations 	<ul style="list-style-type: none"> • Positive behavior intervention strategies
<ul style="list-style-type: none"> • Sensory space in the classroom 	<ul style="list-style-type: none"> • Community circles
<ul style="list-style-type: none"> • Prompt entire class about expectations 	<ul style="list-style-type: none"> • Give verbal and/or visual warning about expectations
<ul style="list-style-type: none"> • Give verbal and/or visual warning about expectation 	<ul style="list-style-type: none"> • Meet with prevention / intervention specialist
<ul style="list-style-type: none"> • Provide choices 	<ul style="list-style-type: none"> • Work with an advocate or counselor
<ul style="list-style-type: none"> • Re-teaching behavior expectations 	<ul style="list-style-type: none"> • Check in/check out process
<ul style="list-style-type: none"> • Behavior support plan 	<ul style="list-style-type: none"> • Behavior plan
<ul style="list-style-type: none"> • Behavioral progress monitoring record 	<ul style="list-style-type: none"> • Anger management skills
<ul style="list-style-type: none"> • Trauma-informed practices 	<ul style="list-style-type: none"> • Freshman academy (teachers provide extra support)
<ul style="list-style-type: none"> • Check-in / check-out process 	<ul style="list-style-type: none"> • AVID (teacher/peers provide extra support)
<ul style="list-style-type: none"> • Move seat 	<ul style="list-style-type: none"> • Alter passing time to limit time in hallways with other students

<ul style="list-style-type: none"> • Discipline by proximity • “Caught you being cool” 	<ul style="list-style-type: none"> • Restorative practices • Buddy Rooms
<ul style="list-style-type: none"> • Behavior and classroom management techniques for healthy relationships 	<ul style="list-style-type: none"> • Brain breaks – de-escalation strategies • Whole group incentives
<ul style="list-style-type: none"> • Mentor advocates for students 	<ul style="list-style-type: none"> • Work with PBIS coach/MTSS team
<ul style="list-style-type: none"> • De-escalation strategies • Brain/physical break/calming walk 	<ul style="list-style-type: none"> • Peer mediation

- D. Staff members may choose to use the interventions above, but are not restricted to the above list and may use any “other forms of discipline” compliant with WAC 392-400-025(9).
- E. Additionally, teachers may use after-school detention as another form of discipline for not more than thirty (30) minutes for kindergarten (K) through fifth (5th) grades or sixty (60) minutes for sixth (6th) through twelfth (12th) grades on any given day. Before assigning after-school detention, the teacher will inform the student of the specific behavior prompting the detention and provide the student with an opportunity to explain or justify the behavior. At least one professional staff member will directly supervise students in after-school detention.
- F. Administrators may assign detention as extended school time not to exceed four (4) hours on any single day as another form of discipline. For example, assigning a student four (4) hours of Saturday school.
- G. Administering “other forms of discipline” cannot result in the denial or delay of the student’s nutritionally adequate meal or prevent a student from accomplishing a specific academic grade, subject, or graduation requirements.
- H. Students and parents may challenge the administration of “other forms of discipline”, including the imposition of after-school detention using the grievance process below.