

ENGROSSED ORIGINAL

A BILL

22-594

IN THE COUNCIL OF THE DISTRICT 9OF COLUMBIA

To ensure student safety and access to education by establishing parameters for local education agencies' policies for school climate and discipline, including an emphasis on positive behavior, setting limits on the use of suspensions and expulsions, creating additional supports provided by the Office of the State Superintendent of Education to promote trauma-informed educational settings including a special fund, and expanding annual reporting.

BE IT ENACTED BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this

17 act may be cited as the "Student Fair Access to School Amendment Act of 2018".

18 Sec. 2. Title II of the Attendance Accountability Amendment Act of 2013, effective
19 September 19, 2013 (D.C. Law 20-17; D.C. Official Code § 38-235 *et seq.*), is amended as
20 follows:

(a) The title heading is amended to read as follows:

“TITLE II. STUDENT DISCIPLINE”.

(b) Sections 201 and 202 are redesignated as sections 208 and 209, respectively.

(c) New sections 201 through 207 are added to read as follows:

“Sec. 201. Definitions.

“For the purposes of this title, the term:

“(1) “Bodily injury” means a physical injury that requires more than trivial

28 treatment or medical attention.

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29 “(2) “Community-based organization” shall have the same meaning as provided
30 in § 38-271.01(1A).

31 “(3) “Disciplinary unenrollment” means the expulsion or involuntary transfer of a
32 student from a school.

33 “(4) “Emergency removal” means the immediate out-of-school suspension or
34 disciplinary unenrollment of a student based on the school’s reasonable belief that the student’s
35 presence poses an immediate and continuing danger to other students or school staff.

36 “(5) “Emotional distress” means mental suffering or distress that requires more
37 than trivial treatment or counseling.

38 “(6) “Exclusion” means the removal of a student from the student’s daily class
39 schedule for disciplinary reasons and includes a suspension or a disciplinary unenrollment.

40 “(7) “Expulsion” means the removal of a student from his or her school of
41 enrollment for disciplinary reasons for the remainder of the school year or longer, in accordance
42 with local education agency policy.

43 “(8) “In-school suspension” means temporarily removing a student from the
44 student’s regular class schedule for disciplinary reasons during which the student remains on
45 school grounds under the supervision of school personnel who are physically in the same
46 location as the student.

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47 “(9) “Involuntary dismissal” means the removal of the student from school
48 attendance for less than 1/2 of a school day for disciplinary reasons, during which the student is
49 not under the supervision of the school personnel and is not allowed on school grounds.

50 “(10) “Involuntary transfer” means the removal of a student from his or her
51 school of enrollment for disciplinary reasons for the remainder of the school year, or longer, and
52 the student’s enrollment in another school within the same local education agency, in accordance
53 with local education agency policy.

54 “(11) “Local education agency” means the District of Columbia Public Schools
55 system or any individual or group of public charter schools operating under a single charter.

56 “(12) “Out-of-school suspension” means the temporary removal of a student from
57 school attendance to another setting, for disciplinary reasons, during which the student is not
58 under supervision of the school’s personnel and is not allowed on school grounds.

59 “(A) The term includes an involuntary dismissal.

60 “(B) For students with disabilities, the term includes removal to another
61 setting regardless of whether the student continues to receive individual education plan services.

62 “(13) “Parent” means a parent, guardian, or other person who has custody or
63 control of a student enrolled in a school in a local education agency.

64 “(14) “Referral to law enforcement” means an action by school personnel to
65 report a student to a law enforcement agency or official, including a school police unit, for an

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66 incident that occurs on school grounds, during off-campus school activities, or while taking
67 school transportation.

68 “(15) “School-related arrest” means an arrest of a student for an activity
69 conducted on school grounds, during off-campus school activities, while taking school
70 transportation, or due to a referral to law enforcement.

71 “(16) “Student with a disability” means a student who qualifies as a child with a
72 disability, as defined in section 602(3) of the Individuals with Disabilities Education Act,
73 approved April 13, 1970 (84 Stat. 175; 20 U.S.C. § 1401(3)).

74 “(17) “Suspension” means an in-school suspension or out-of-school suspension.

75 “(18) “Willful defiance” means disrupting school activities or otherwise
76 intentionally defying the valid authority of school staff.

77 “Sec. 202. Application.

78 “This title shall apply to the District of Columbia Public Schools and public charter
79 schools, including the schools’ pre-kindergarten programs, consistent with section 303 of the
80 Pre-k Enhancement and Expansion Amendment Act of 2008, effective June 23, 2015 (D.C. Law
81 21-12; D.C. Official Code § 38-273.03).

82 “Sec. 203. Establishment of school discipline policies.

83 “(a) Local education agencies shall foster positive school climates that engage all
84 students in learning.

85 “(b) Local education agencies shall adopt, in consultation with school personnel,
86 students, and parents, school discipline policies to promote the safety and well-being of students
87 and staff. School discipline policies shall:

88 “(1) Set high expectations for student behavior and adopt an instructional and
89 corrective approach to school discipline;

90 “(2) Permit out-of-school suspension or disciplinary unenrollment as a
91 disciplinary action only to ensure safety and in response to the most serious offenses, as laid out
92 in school policy;

93 “(3) Avoid policies requiring automatic suspension or disciplinary unenrollment
94 for particular behaviors unless otherwise required by law;

95 “(4) Include a plan for continuity of education for any student subject to a
96 suspension, including a mechanism for modifications to the plan to meet the needs of an
97 individual student, as necessary, to facilitate the student’s return to the classroom, and
98 appropriate measures to ensure the student:

99 “(A) Continues the student’s studies during the suspension and receives all
100 assignments for the duration of the suspension; and

101 “(B) Can communicate with school personnel regarding academic work;

102 “(5) Require school personnel to seek and facilitate the involvement of
103 parents in the response to an incident resulting in a disciplinary action, particularly with regard to
104 the plan for continuity of education, to the degree that a parent is able to participate;

105 “(6) Identify conduct or categories of conduct, by severity of offense, including
106 conduct that constitutes causing, attempting, or threatening bodily injury or emotional distress,
107 for which a student may be disciplined;

108 “(7) Identify graduated levels of disciplinary action for misbehavior through a list
109 of options available to teachers and administrators for each level of misconduct; provided, that
110 such a list need not be exhaustive;

111 “(8) Describe the local education agency’s in-school and out-of-school suspension
112 practice and policy;

113 “(9) Promote disciplinary actions that are individualized, fair, equitable,
114 developmentally appropriate, proportional to the severity of the student’s offense, and, if
115 appropriate, restorative;

116 “(10) Provide that school personnel shall consider whether student behavior can
117 be safely and appropriately handled through other disciplinary action before making referrals to
118 law enforcement or seeking school-related arrests in response to student behavior;

119 “(11) Outline procedures for communicating with students and parents regarding
120 disciplinary actions; and

121 “(12) Articulate clearly the due process rights and procedures available to
122 students and parents.

123 “(c) With respect to attendance, school discipline policies shall be consistent with
124 sections 2(f-1) and (f-2) of Article II of An Act To provide for compulsory school attendance, for

125 the taking of a school census in the District of Columbia, and for other purposes, approved
126 February 4, 1925 (43 Stat. 806; D.C. Official Code § 38-203(f-1) & (f-2)).

127 “(d) The school discipline policy of a local education agency that operates a pre-
128 kindergarten program shall be consistent with the requirements of section 303 of the Pre-k
129 Enhancement and Expansion Amendment Act of 2008, effective June 23, 2015 (D.C. Law 21-
130 12; D.C. Official Code § 38-273.03).

131 “(e) A school, or local education agency, as appropriate, shall provide school discipline
132 policies to students and parents and shall provide students and parents with explanations of the
133 policies, including explanations of expectations, rights, and responsibilities of students and
134 parents under the policies. The school, or local education agency, as appropriate, shall make the
135 school discipline policy publicly available, including in a conspicuous place on the school and
136 local education agency’s website.

137 “(f) Local education agencies shall proactively evaluate and update school discipline
138 policies and practices to ensure fairness and equity, including by using data and feedback from
139 students, families, and school personnel to identify, reduce, and eliminate discriminatory
140 discipline practices or outcomes and unintended consequences.

141 “Sec. 204. Limitations on exclusion as a disciplinary action.

142 “(a) Unless otherwise required by federal or District law:

143 “(1) Beginning school year 2019-2020, no student in grades kindergarten through
144 8 shall be subject to an out-of-school suspension or disciplinary unenrollment, unless a school

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145 administrator determines, consistent with school policy, that the student has willfully caused,
146 attempted to cause, or threatened to cause bodily injury or emotional distress, to another person,
147 including off school grounds and not as part of a school-sponsored activity; and
148 “(3) Beginning school year 2020-2021, no student in grades 9 through 12, except
149 a student over the age of 18 at a school where more than 1/2 of the students are over the age of
150 18, may be subject to an out-of-school suspension for:
151 “(A) Violating local education agency or school dress code or uniform
152 rules;
153 “(B) Willful defiance; or
154 “(C) Behavior that happens off school grounds and not as part of a
155 school-sponsored activity, unless the student has willfully caused, attempted to cause, or
156 threatened to cause bodily injury or emotional distress, to another person.
157 “(b) No student, except a student over the age of 18 at a school where more than 1/2 of
158 the students are over the age of 18, shall be subject to an out-of-school suspension for longer
159 than:
160 “(1) Five consecutive school days for any individual incident in grades
161 kindergarten through 5;
162 “(2) Ten consecutive school days for any individual incident in grades 6 through
163 12; or

164 “(3) Twenty cumulative school days during an academic year regardless of grade,

165 unless:

166 “(A) The head of a local education agency provides a written justification

167 to the student and parent describing why exceeding the 20-day limit is a more appropriate

168 disciplinary action than alternative responses; or

169 “(B) The student’s conduct necessitated an emergency removal, and the

170 head of the local education agency provides a written justification for the emergency removal to

171 the student and parent.

172 “(c) No student subject to a suspension shall be denied the right to continue to access and

173 complete appropriate academic work or to earn credit toward promotion or graduation during a

174 suspension.

175 “(d) The return of a student to school upon conclusion of an out-of-school suspension

176 shall not be made contingent on a parent accompanying the student, attending a conference, or

177 otherwise being present at the school.

178 “(e) No student shall be removed from school or prohibited from returning to school, for

179 disciplinary reasons, unless the student is subject to an out-of-school suspension or disciplinary

180 unenrollment.

181 “(f) For purposes of due process, a suspension of 6 school days or more shall be

182 considered a long-term suspension.

183 “Sec. 205. Exclusion of students with disabilities.

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184 “(a) School administrators shall take special consideration regarding the exclusion of a
185 student with a disability.

186 “(b) All of a student’s disabilities, as defined in section 3(1)(A) and (B) of the Americans
187 with Disabilities Act, approved July 26, 1990 (104 Stat. 329; 42 U.S.C. § 12102(1)(A)-(B)), of
188 which the school had knowledge shall be considered in a manifestation determination review
189 conducted pursuant to section 615(k)(1)(E).

190 “Sec. 206. Support for positive school climate and trauma-informed educational settings.

191 “(a) The Office of the State Superintendent of Education (“OSSE”) shall support local
192 education agencies and schools to implement strategies to prevent and reduce the use of
193 exclusion, including achieving and maintaining compliance with the provisions of section 204.
194 The OSSE shall maintain an array of supports to develop and sustain trauma-informed
195 educational settings, including providing:

196 “(1) Guidance and distributing materials that inform local education agencies and
197 school communities about developments in the fields of school climates and behavioral
198 management;

199 “(2) Regular, high quality professional development opportunities and technical
200 assistance, and recommendations for further instruction outside of these opportunities, for local
201 education agency and school personnel on:

202 “(A) Trauma and chronic stress, their effects on students and learning, and
203 effective responses;

204 “(B) Classroom management, positive behavioral interventions, and
205 fostering positive school climate;

206 “(C) Disciplinary approaches that utilize instruction and correction;

207 “(D) Restorative practices and other evidence-based or promising
208 behavioral interventions;

209 “(E) Implementation of high quality functional behavior assessments,
210 behavioral intervention plans, and manifestation determination reviews as those terms are used in
211 the Individuals with Disabilities Education Act, approved December 3, 2004 (118 Stat. 2745; 20
212 U.S.C. § 1400 *et seq.*); and

213 “(F) Implicit bias and culturally responsive corrective action techniques;

214 “(3) Opportunities for local education agencies and schools to share promising
215 practices regarding the topics in paragraph (2) of this subsection; and

216 “(4) Direct funding and supportive services to schools, local education agencies,
217 and community organizations partnering with schools, to reduce the use of exclusion.

218 “(b) The OSSE shall collaborate with other government agencies, local education
219 agencies and schools, and postsecondary educational institutions to facilitate the provision of
220 postsecondary degree or certificate programs covering the topics described in subsection (a)(2)
221 of this section, including the identification or creation of a trauma-informed educator certificate
222 program.

223 “(c) Within 2 years of the effective date of the Student Fair Access to School Amendment
224 Act of 2018, and every 5 years thereafter, the OSSE shall submit to the Mayor and the Council
225 an evaluative report on local education agency and school implementation of practices to
226 promote school safety and reduce the use of exclusion, which shall:
227 “(1) Be based upon rigorous research techniques, including quantitative and
228 qualitative methods;
229 “(2) Draw on the information maintained and reported pursuant to section 209 as
230 well as other sources, with a particular focus on:
231 “(A) Ensuring the fidelity of data reporting;
232 “(B) Unanticipated consequences of the disciplinary policies and practices
233 adopted pursuant to this title;
234 “(C) Barriers schools face in implementing the policies and practices
235 required pursuant to this title; and
236 “(D) Effective approaches utilized by schools to avoid reliance on
237 exclusion and reduce disparities in its use;
238 “(3) Provide specific recommendations for further action by the Council,
239 executive branch, and schools; and
240 “(4) Provide suggestions for further research.
241 “Sec. 207. School Safety and Positive Climate Fund.

242 “(a) There is established as a special fund the School Safety and Positive Climate Fund
243 (“the Fund”), which shall be administered by the Office of the State Superintendent of Education
244 (“OSSE”) in accordance with subsection (c) of this section.

245 “(b) Revenue from any annual appropriation shall be deposited into the Fund.

246 “(c) Money in the Fund shall be used solely to support the activities described in section
247 206 through contract or a competitive or formula grant to local education agencies, public
248 schools or partnerships developed among public school or with organizations with expertise in
249 those or similar activities.

250 “(d)(1) The money deposited into the Fund shall not revert to the unrestricted fund
251 balance of the General Fund of the District of Columbia at the end of a fiscal year, or at any
252 other time.

253 “(2) Subject to authorization in an approved budget and financial plan, any funds
254 appropriated in the Fund shall be continually available without regard to fiscal year limitation.”.

255 (d) Redesignated section 209 (D.C. Official Code § 38-236) is amended as follows:

256 (1) Subsection (a) is amended as follows:

257 (A) Paragraph (1)(H) is amended by striking the phrase “; and” and
258 inserting a semicolon in its place.

259 (B) Paragraph 2 is amended as follows:

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260 (i) Subparagraph (A) is amended by striking the phrase “out-of-
261 school and in-school suspensions” and inserting the phrase “in-school suspensions, out-of-school
262 suspensions, involuntary dismissals, and emergency removals” in its place.

263 (ii) Subparagraph (C) is amended by striking the phrase
264 "suspension;" and inserting the phrase "suspension, and whether the student attended;" in its
265 place.

266 (iii) Subparagraphs (D) through (F) are amended to read as
267 follows:

(iv) New subparagraphs (G) and (H) are added to read as follows:

274 "(G) Whether the student was subject to school-related arrest; and

275 “(H) A description of the misconduct that led to or reasoning behind each
276 suspension, involuntary dismissal, emergency removal, disciplinary unenrollment, voluntary
277 withdrawal or transfer, referral to law enforcement, school-based arrest and, for students with
278 disabilities, change in placement; and”.

279 (C) A new Paragraph (3) is added to read as follows:

280 “(3) Special education services data, including whether a student received during
281 the school year:
282 “(A) A functional behavioral assessment;
283 “(B) An updated behavior improvement plan; or
284 “(C) A manifestation determination review, including the number of
285 suspension days that triggered the review, whether the suspension days were cumulative, and the
286 outcome of the review.”.

287 (2) Subsection (b) is amended to read as follows:

288 “(b) By August 15 of each year, each local education agency or entity operating a
289 publicly funded community-based organization shall submit a report to the Office of the State
290 Superintendent of Education disaggregated by each of the demographic categories identified in
291 subsection (a)(1) of this section. The report shall include:”

292 “(1) The students suspended for at least one and no more than 5 days, and whether
293 the suspension was an in-school suspension or an out-of-school suspension;

294 “(2) The students suspended for at least 6 and no more than 10 days and whether
295 the suspension was an in-school suspension or an out-of-school suspension;

296 “(3) The students suspended for more than 10 days and whether the suspension
297 was an in-school suspension or an out-of-school suspension;

298 “(4) The students who received more than one suspension in a school year and
299 whether the suspensions were in-school or out-of-school suspensions;

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300 “(5) The students who were referred to an alternative educational setting for the
301 course of a suspension;

302 “(6) The students involuntarily dismissed at least once and no more than 5 times;

303 “(7) The students involuntarily dismissed at least 6 times and no more than 10
304 times;

305 “(8) The students involuntarily dismissed more than 10 times;

306 “(9) The students subject to emergency removals;

307 “(10) The students subject to a disciplinary unenrollment, disaggregated by type
308 of disciplinary unenrollment;

309 “(11) The students who voluntarily withdrew or transferred;

310 “(12) The students subject to referral to law enforcement;

311 “(13) The students subject to school-related arrest;

312 “(14) A description of the misconduct that led to or reasoning behind each
313 suspension, involuntary dismissal, emergency removal, disciplinary withdrawal, voluntary
314 withdrawal or transfer, referral to law enforcement, school-based arrest, and, for students with
315 disabilities, change in placement;

316 “(15) Whether the student received a functional behavior assessment, an updated
317 behavioral improvement plan, or a manifestation determination review, as those terms are used
318 in the Individuals with Disabilities Education Act, approved December 3, 2004 (118 Stat. 2745;
319 20 U.S.C. § 1400 *et seq.*), and the outcomes of those actions;

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320 “(16) Whether the student was subject to suspensions exceeding the time limits
321 described in section 204(b), and a summary of the written justification provided by the local
322 education agency for those disciplinary actions; and

323 “(17) Whether the student received in-person instruction consistent with the
324 curriculum of the student’s daily class schedule, participated in counseling or other behavioral
325 health supports, or engaged in restorative processes during the course of an in-school
326 suspension.”.

327 (3) Subsection (c) is amended as follows:

328 (A) Designate the existing text as paragraph (1).

329 (B) A new paragraph (2) is added to read as follows:

330 “(2) The OSSE shall collaborate with local education agencies and publicly
331 funded community-based organizations to develop consistent definitions for the types of
332 misconduct and explanations of reasoning required to be maintained or reported pursuant to
333 subsections (a)(2)(H) and (b)(14) of this section.”.

334 (4) Subsection (d) is amended as follows:

335 (A) Strike the phrase “suspensions and expulsions that were imposed in
336 local education agencies and publicly funded community-based organizations” and insert the
337 phrase “data provided by local education agencies and community-based organizations in
338 subsection (b) of this section” in its place.

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339 (B) Strike the period and insert the phrase “. The report shall include a
340 trend analysis based on available data, including data drawn from the Youth Risk Behavior
341 Survey, school climate surveys, and any other available sources, of the exclusion of students who
342 identify as lesbian, gay, bisexual, questioning of the student’s sexual orientation, transgender,
343 gender nonconforming, or questioning of the student’s gender identity or expression.” in its
344 place.

345 (5) Subsection (e) is repealed.

346 (6) A new subsection (e-1) is added to read as follows:

347 (e-1) The OSSE may issue rules to implement the provisions of this section.”.

348 Sec. 3. Section 2(c) of Article II of An Act To provide for compulsory school attendance,
349 for the taking of a school census in the District of Columbia, and for other purposes, approved
350 February 4, 1925 (43 Stat. 806; D.C. Official Code § 38-203(c)), is amended as follows:

351 (a) Subsection (f-1) is amended to read as follows:

352 “(f-1) No student enrolled in a public school, other than an adult education program, may
353 be expelled or receive an out-of-school suspension due to an unexcused absence or due to a late
354 arrival to school.”.

355 (b) Subsection (f-2) is amended as follows:

356 (1) Strike the phrase "Beginning school year 2016-2017, no minor covered by §
357 38-202(a)" and insert the phrase "No student" in its place.

360 Sec. 4. Conforming amendments.

361 (a) The Pre-k Enhancement and Expansion Amendment Act of 2008, effective July 18,
362 2008 (D.C. Law 17-202; D.C. Official Code § 38-271.01 *et seq.*), is amended as follows:

363 (1) Section 101(5A) (D.C. Official Code § 38-271.01(5A)) is amended by striking
364 the phrase “the removal of a student from school attendance for an entire school day or longer”
365 and inserting the phrase “the temporary removal of a student from school attendance to another
366 setting for disciplinary reasons, during which the student is not under supervision of the school’s
367 personnel and is not allowed on school grounds” in its place.

368 (2) Section 303(a) is amended by striking the phrase “be expelled” and inserting
369 the phrase “receive a disciplinary unenrollment, as defined in section 201(3) of the Attendance
370 Accountability Amendment Act of 2013, passed by the Committee on Education on March 13,
371 2018 (B22-594).” in its place.

372 (b) Section 2206(g) of the District of Columbia School Reform Act of 1995, approved
373 April 26, 1996 (110 Stat. 1321; D.C. Official Code § 38-1802.06(g)), is amended to read
374 follows:

375 “(g) Expulsion and suspension. – (1) A public charter school shall comply with sections
376 203 through 205 of the Attendance Accountability Amendment Act of 2013, as approved by the
377 Committee on Education on March 13, 2018 (Committee print of Bill 22-594).

378 “(2) The principal of a public charter school may expel or suspend a student from
379 the school based on criteria set forth in the charter granted to the school, consistent with sections
380 204 and 205 of the Attendance Accountability Amendment Act of 2013, as approved by the
381 Committee on Education on March 13, 2018 (Committee print of Bill 22-594), section 2(f-1) of
382 Article II of An Act To provide for compulsory school attendance, for the taking of a school
383 census in the District of Columbia, and for other purposes, approved February 4, 1925 (43 Stat.
384 806; D.C. Official Code § 38-203(f-1)), and section 303 of the Pre-k Enhancement and
385 Expansion Amendment Act of 2008, effective June 23, 2015 (D.C. Law 21-12; D.C. Official
386 Code § 38-273.03).”.

387 Sec. 9. Applicability.

388 (a) Sections 204(a), 204(b), 206, and 207 of section 2(b) shall apply upon the date of
389 inclusion of their fiscal effects in an approved budget and financial plan.

390 (b) The Chief Financial Officer shall certify the date of the inclusion of the fiscal effects
391 in an approved budget and financial plan, and provide notice to the Budget Director of the
392 Council of the certification.

393 (c)(1) The Budget Director shall cause the notice of the certification to be published in the
394 District of Columbia Register.

395 (2) The date of publication of the notice of the certification shall not affect the
396 applicability of this act.

397 Sec. 10. Fiscal impact statement.

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398 The Council adopts the fiscal impact statement in the committee report as the fiscal
399 impact statement required by section 4a of the General Legislative Procedures Act of 1975,
400 approved October 16, 2006 (120 Stat. 2038; D.C. Official Code § 1-301.47a).

401 Sec. 11. Effective date.

402 This act shall take effect following approval by the Mayor (or in the event of veto by the
403 Mayor, action by the Council to override the veto), a 30-day period of congressional review as
404 provided in section 602(c)(1) of the District of Columbia Home Rule Act, approved December
405 24, 1973 (87 Stat. 813; D.C. Official Code § 1-206.02(c)(1)), and publication in the District of
406 Columbia Register.