

Discipline Data Tips: Long-Term Suspension

Washington Definition of Suspension

A suspension occurs when a school district denies a student attendance at any subject/class or full schedule of subjects/classes in response to a behavioral violation. A suspension may be *within* or *from* school.

A long-term suspension occurs when a school district excludes a student from school for any subject/class or full schedule of subjects/classes in response to a behavioral violation for longer than ten consecutive school days.

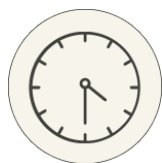
A long-term suspension is an out-of-school exclusionary discipline action.

(LS) CEDARS Reporting

Long-term suspension (LS) is a valid value under Element R11 – Exclusionary Action Applied.



Suspension length: Any suspension must have an end date. A long-term suspension is the exclusion of a student from a single subject/class or a full schedule of subjects/classes for more than ten consecutive school days and for up to the length of an academic term. The duration of a suspension refers to the total number of consecutive school days the student is suspended, reported as a whole number under Element R13 – Duration of Exclusionary Action Days.



Suspension time: Any suspension results in a student being excluded from a particular classroom or instructional or activity area during the suspension length. The total amount of exclusionary time refers to the summative time that a student is denied attendance at their

regular educational setting, as reported in increments of 0.1—with 1.0 equaling that student’s average school day scheduled instructional time—under Element R14 – Total Amount of Exclusionary Time.

Length of an academic term: The “length of an academic term” is a duration of time equal to the cumulative number of school days within a semester or trimester and does not mean a duration lasting until the end of an academic term. However, a suspension cannot be administered beyond the school year in which the behavioral violation occurred.

Behavior Categories



Behavioral violations under state regulation refer to student behaviors that violate a school district’s discipline policy. District discipline policies must include clearly defined behavioral violations identifying which categories may or may not result in exclusionary discipline in accordance with state law. Any behavioral violation associated with a student receiving long-term suspension is reportable to CEDARS.



Behavior reporting codes within a district’s Student Information System (SIS) may include a multitude of categories that correspond with behavioral violations identified in the district’s discipline policies. A district’s SIS behavior codes must be aggregated and mapped to the appropriate CEDARS behavior codes for CEDARS reporting under Element R08 – Behavior Code and Element R09 – Other Behaviors. Valid values for state-level behavior reporting categories may be found in the table in Appendix B of the CEDARS Appendices.



Data Entry



Discipline data is uploaded from the district's Student Information System (SIS) to CEDARS.

Incident data includes student records for a single incident submitted to CEDARS for Elements R01 through R10.

Exclusionary action data includes student records with information specific to the exclusionary action submitted to CEDARS for Elements R11 through R23.

Multiple Exclusionary Actions: If a student receives more than one exclusionary action in response to a single incident, each exclusionary action must be reported to include identical incident information (Elements R01–R10) and information specific to each exclusionary action (Elements R11–R23).

Data Quality

School districts are responsible for reviewing student-level data that populates into CEDARS for accuracy.

If any data is incorrect or incomplete, verify or enter the data in your SIS.

If the data in your SIS is incorrect, update and resubmit the data to CEDARS.

If the data in your SIS is correct, check with your CEDARS District Administrator. It is possible submission exceptions or errors occurred when data was loading to CEDARS.

Data Use and Policy Review



Washington discipline laws require school districts to periodically review discipline policies and procedures with the participation of school

personnel, students, parents, families, and the community.

During the development and review of a district's discipline policies and procedures, the district must use disaggregated discipline data (by school, student groups, discipline types, behavior categories) to monitor the impact of the district's discipline policies, procedures, and practices as well as to update the district's discipline policies and procedures to improve fairness and equity in the administration of discipline.

Additional Information

[CEDARS](#) webpage

- CEDARS Manual
- CEDARS Reporting Guidance
- CEDARS Appendices

[Student Discipline](#) webpage

- [Student Discipline Rules Q&A: A Technical Guide](#)

[Washington State Report Card](#) webpage

- Discipline Data

Have questions? Need help?

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