

# PROPOSED REVISION

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## STUDENTS

### Corrective Actions **Student Discipline**

“Discipline” means any action taken by the district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. The purposes of this policy and accompanying procedure include:

- Engaging with families and the community and striving to understand and be responsive to cultural context;
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents/guardians;
- Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible;
- Providing educational services that students need during suspension and expulsion;
- Facilitating collaboration between school personnel, students, and parents/guardians, and thereby supporting successful reentry into the classroom following a suspension or expulsion;
- Ensuring fairness, equity, and due process in the administration of discipline;
- Providing every student with the opportunity to achieve personal and academic success; and
- Providing a safe environment for all students and for district employees.

The superintendent or designee shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment. Students and their parents/guardians are expected to be aware of the district’s rules of student conduct, including behavior standards that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

### Minimizing Exclusion, Engaging with Families, and Supporting Students.

Unless a student’s presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one (1) or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion, suspension, expulsion, or emergency expulsion.

These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under [RCW 28A.165.035](#). The accompanying procedure identifies a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with [WAC 392-400-025\(9\)](#).

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School personnel must make every reasonable attempt to involve parents/guardians and students to resolve behavioral violations. The district will take all reasonable steps to ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents/guardians understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents/guardians cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the district, including but not limited to, the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the accompanying procedure, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will hold a reengagement meeting in a timely manner. In order to return the student to school successfully, the district will collaborate with parents/guardians and students to develop a reengagement plan that is tailored to the student's individual circumstances. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

## Staff Authority

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on district provided transportation. Staff members will seek early involvement of parents/guardians in efforts to support students in meeting behavioral expectations. The superintendent or designee has general authority to administer discipline, including all exclusionary discipline. The superintendent or designee will identify other staff members to whom the superintendent or designee has designated disciplinary authority. After attempting at least one (1) other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and may include implicit or unconscious bias, the accompanying procedure will seek to identify the types of behaviors for which the identified district staff may administer discipline.

## Ensuring Fairness, Providing Notice, and an Opportunity for a Hearing

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents/guardians as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent/guardian participation during an initial hearing with the student. The district will provide parents/guardians with written notice, consistent with [WAC 392-400-455](#), of a suspension or expulsion no later than one (1) school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents/guardians cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with [WAC 392-400-430](#) through [WAC 392-400-530](#).

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The district has also established procedures to address grievances of parents/guardians or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share the student's perspective and explanation regarding the behavioral violation.

## Development and Review

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by [RCW 28A.300.042](#), including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents/guardians, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and it's accompanying procedure to improve fairness and equity regarding discipline.

## Distribution of Policies and Procedures

The district will make its discipline policies and procedures available to families and the community and will annually provide its discipline policies and procedures to all district personnel, students, and parents/guardians, which may require language assistance for students and parents/guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

~~All students shall submit to the rules of the district and the school they attend. Refusal to comply with written rules and regulations established by the district and the school shall be grounds for discipline, suspension or expulsion. Staff shall use their professional judgment in enforcing the district and school rules. Such judgment should be:~~

- ~~A. consistent from day to day and student to student;~~
- ~~B. take into account the severity of the misconduct;~~
- ~~C. appropriate to the student and the student's prior behavior;~~
- ~~D. fair; and~~
- ~~E. effective.~~

~~As a general rule no student shall be suspended for a short or long term unless other forms of corrective action reasonably calculated to modify his/her conduct have previously been imposed upon the student as a consequence of misconduct of the same nature. However, a~~

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~~student may be suspended for exceptional misconduct, other than absenteeism, when such misconduct is of such frequent occurrence or is so serious in nature and/or is so serious in terms of the disruptive effect upon the operations of the school as to warrant immediate resort to suspension. The district shall not use corporal punishment as a means of discipline. Corporal punishment means an act that willfully inflicts or willfully causes the infliction of physical pain on a student.~~

~~Prior to the imposition of corrective action upon a special education student, the school principal and special education staff who have knowledge of the student's disability will determine if there is a causal relationship between the disability and the misconduct giving rise to the corrective action. When a relationship is found to exist, special education programming procedures shall be employed.~~

~~Once a student is expelled in compliance with district policy, the expulsion shall be brought to the attention of appropriate local and state authorities, including, but not limited to, the local juvenile authorities acting pursuant to the statutes dealing with the Basic Juvenile Court Act, in order that such authorities may address the student's educational needs.~~

~~The superintendent shall have the authority to discipline, suspend or expel students. The superintendent shall identify the conditions under which a teacher may exclude a student for all or any portion of a school day and shall also designate which staff have the authority to initiate or to impose discipline, suspensions or expulsions. The principal shall confer with certificated staff at least once per year to develop and/or review building disciplinary standards and uniform enforcement of those standards, and to establish criteria for determining when certificated staff must complete classes to improve classroom management skills.~~

~~A teacher shall have the authority to exclude a student who creates a disruption of the educational process in violation of district or school disciplinary standards while under the teacher's immediate supervision from his/her classroom and instructional or activity area for all or any portion of the balance of the school day, or until the teacher has conferred with the principal or designee, whichever occurs first. Prior to excluding a student, except in emergency circumstances, the teacher shall have attempted one or more corrective actions. In no case without the consent of the teacher may an excluded student be returned for the balance of that class or activity period from which the student was initially excluded.~~

~~Parents and students shall be given notice of the standard of conduct the district requires regarding drug and alcohol use, and a statement of the disciplinary sanctions for violations of that standard.~~

Cross references: [Board Policy 2124](#)  
[Board Policy 2125](#)

[Board Policy 2210](#)

Digital Citizenship and Media Literacy  
Web-based Curricular Materials, Classroom  
Websites and Achievement Tracking  
Products  
Special Education and Related Services for  
Eligible Students

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<a href="#"><u>Board Policy 2211</u></a>	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
<a href="#"><u>Board Policy 2334</u></a>	Substance Abuse Prevention Program
<a href="#"><u>Board Policy 3122</u></a>	Attendance
<a href="#"><u>Board Policy 3200</u></a>	<b><u>Student Rights and Responsibilities</u></b>
<a href="#"><u>Board Policy 3204</u></a>	Prohibition of Harassment, Intimidation and Bullying
<a href="#"><u>Board Policy 3210</u></a>	Nondiscrimination
<a href="#"><u>Board Policy 3222</u></a>	Distribution of Materials
<a href="#"><u>Board Policy 3240</u></a>	Student Conduct Expectations and Sanctions
<a href="#"><u>Board Policy 3246</u></a>	Use of Personal Electronic Devices
<a href="#"><u>Board Policy 3309</u></a>	<b><u>Definitions</u></b>
<a href="#"><u>Board Policy 3321</u></a>	<b><u>Short-Term Suspension</u></b>
<a href="#"><u>Board Policy 3323</u></a>	<b><u>Long-Term Suspension and Expulsions</u></b>
<a href="#"><u>Board Policy 3332</u></a>	<b><u>Teacher's Responsibilities and Rights</u></b>
<a href="#"><u>Board Policy 3520</u></a>	Student Fees, Fines, Charges
<a href="#"><u>Board Policy 4207</u></a>	Regulation of Firearms and Dangerous Weapons on School District Property
<a href="#"><u>Board Policy 4218</u></a>	Language Access Plan
<a href="#"><u>Board Policy 4316</u></a>	Notification of Threats of Violence or Harm

Legal references:

<a href="#"><u>RCW 9.41.280</u></a>	<b><u>Possessing dangerous weapons on school facilities—Penalty—Exceptions</u></b>
<a href="#"><u>RCW 9A.16.100</u></a>	<b><u>Use of force on children—Policy—Actions presumed unreasonable</u></b>
<a href="#"><u>RCW 28A.150.240</u></a>	<b><u>Certificated teaching and administrative staff as accountable for classroom teaching—Scope—Responsibilities—Penalty</u></b>
<a href="#"><u>RCW 28A.150.300</u></a>	<b><u>Corporal punishment prohibited—Adoption of policy</u></b>
<a href="#"><u>Chapter 28A.225 RCW</u></a>	<b><u>Compulsory school attendance and admission</u></b>
<a href="#"><u>RCW 28A.225.020</u></a>	School's duties upon child's failure to attend school
<a href="#"><u>RCW 28A.225.030</u></a>	Petition to juvenile court for violations by a parent or child—School district responsibilities
<a href="#"><u>Chapter 28A.320 RCW</u></a>	<b><u>Provisions applicable to all districts</u></b>
<a href="#"><u>RCW 28A.400.100</u></a>	<b><u>Principals and vice principals—Employment of—Qualifications—Duties</u></b>

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<a href="#"><u>RCW 28A.400.110</u></a>	Principal to assure appropriate student discipline—Building discipline standards—Classes to improve classroom management skills
<a href="#"><u>Chapter 28A.600 RCW</u></a>	<b><u>Students</u></b>
<a href="#"><u>RCW 28A.600.010</u></a>	<del>Enforcement of rules of conduct—Due process guarantees—Computation of days for short-term and long-term suspensions</del>
<a href="#"><u>RCW 28A.600.020</u></a>	<del>Exclusion of student from classroom—Written disciplinary procedures—Long-term suspension or expulsion</del>
<a href="#"><u>RCW 28A.600.040</u></a>	<del>Pupils to comply with rules and regulations</del>
<a href="#"><u>RCW 28A.600.420</u></a>	<del>Firearms on school premises, transportation, or facilities—Penalty—Exemptions</del>
<a href="#"><u>WAC 392-190-048</u></a>	<del>Access to course offerings—Student discipline</del>
<a href="#"><u>Chapter 392-400 WAC</u></a>	<b><u>Student Discipline</u></b>
<a href="#"><u>WAC 392-400-205</u></a>	<del>Pupils—Definitions</del>
<a href="#"><u>WAC 392-400-235</u></a>	<del>Discipline—Conditions and limitations</del>
<a href="#"><u>34 CFR Part 100.3</u></a>	<del>Regulations implementing Civil Rights Act of 1964</del>
<a href="#"><u>42 U.S.C. 2000d et seq.</u></a>	<del>Civil Rights Act of 1964</del>
<a href="#"><u>Safe and Drug-Free Schools and Communities Act</u></a>	

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