

# PROPOSED REVISION



3300  
Page 1 of 5

## STUDENTS

### Student Discipline

#### Student Conduct Expectations

**The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success.**

The board **expects** **intends that** this policy and accompanying [procedure](#) to be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

**~~“Discipline” means any action taken by the district in response to behavioral violations including exclusionary as well as positive and supportive forms of discipline.~~**

The purposes of this policy and accompanying [procedure](#) include:

- Engaging with school personnel, students, parents/guardians, families, and the community in decisions related to the development and implementation of discipline policies and procedures.
- Supporting students in meeting behavioral expectations, including providing for early involvement of parents/guardians and families.
- 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 to complete their education without disruption.
- Facilitating collaboration between school personnel, students, parents/guardians, and families to support successful reentry into the classroom following a suspension or expulsion.
- Ensuring fairness, equity, and due process in the administration of discipline.
- Implementing culturally responsive discipline that provides every student the opportunity to achieve personal and academic success.
- Providing a safe environment for all students and for district employees.

#### Rights and Responsibilities/District Commitment

The board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps; and
- Proactively implementing discipline practices that support students in meeting behavioral expectations without losing access to instruction.

# PROPOSED REVISION

3300

Page 2 of 5

The district will observe students' fundamental rights and will administer discipline in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the constitutional right to peaceably assemble and to petition the government and its representatives for a redress of grievances, the constitutional right to the free exercise of religion and to have the student's school free from sectarian control or influence, subject to reasonable limitations upon the time, place, and manner of exercising the right.
3. Deprive a student of the student's constitutional right to be secure in the student's person, papers, and effects against unreasonable searches and seizures.
4. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district.
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by the school district without due process of law.

This student discipline policy and accompanying [procedure](#) is designed to provide students with a safe, healthy, and educationally sound environment. Students and their parents/guardians are expected to be aware of and comply with this policy and accompanying [procedure](#), including behavioral expectations that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning consistent with [Board Policy 3401](#) and [Procedure 3401P](#), Social Emotional Climate.

Each year, the superintendent or designee shall develop handbooks pertaining to student rights, conduct, and discipline, and make the handbooks available to all students, their parent(s)/guardian(s), and staff. The superintendent or designee will develop such handbooks with the participation of parents/guardians and the community.

## **Development and Review**

Accurate and complete reporting of all disciplinary actions, including the associated student-level information, **and behavioral violations, and other forms of discipline the district considered or attempted,** is essential for effective review of this policy; therefore, the district will ensure such reporting.

The district will collect data on disciplinary actions administered in each school, as required by [RCW 28A.300.042](#), and any additional data required under other district policies and procedures.

**The district will ensure that school principals confer with certificated building employees at least annually to review the district's discipline standards and review the fidelity of their implementation.**

# PROPOSED REVISION

3300  
Page 3 of 5

School principals will ensure teachers and other school personnel receive adequate support to effectively implement a [continuum](#) of identified best practices and strategies that:

1. Focus on prevention to reduce the use of exclusionary discipline practices;
2. Allow the exercise of professional judgment and skill sets; and
3. May be adapted to individual student needs in a culturally responsive manner.

School principals will confer with certificated building employees at least annually to establish criteria for when certificated employees must complete classes to improve classroom management skills.

The district will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, families, and the community. As part of this development and review process, the district will use disaggregated data collected under [RCW 28A.300.042](#) to monitor the impact of student discipline practices as well as to improve fairness and equity in the administration of student discipline.

Discipline data must be disaggregated by:

1. School.
2. Student groups, including by gender, grade level, race/ethnicity (including further disaggregation of federal race and ethnicity categories in accordance with [RCW 28A.300.042\(1\)](#) and CEDARS Appendices Y and Z), low-income, English language learner, migrant, special education, Section 504, foster care, and homeless.
3. Behavioral violation.
4. Discipline types, including classroom exclusion, in-school suspension, short-term suspension, long-term suspension, emergency removal, and expulsion.

The district will follow the practices outlined in guidance from the [Race and Ethnicity Student Data Task Force](#) when disaggregating broader racial categories into subracial and subethnic categories. The district will consider student program status and demographic information (i.e., gender, grade-level, low-income, English language learner, migrant, special education, Section 504, foster care, and homeless) when disaggregating student race and ethnicity data to identify any within-group variation in school discipline experiences and outcomes of diverse student groups. This process may include reviewing data to prevent and address discrimination against students in protected classes identified in [Chapter 28A.640 RCW](#) and [Chapter 28A.642 RCW](#); however, the district will ensure it reviews disaggregated discipline data in accordance with [WAC 392-190-048](#) at least annually.

# PROPOSED REVISION

3300

Page 4 of 5

## Distribution of Policies and Procedures

The district will make the current version of this policy and accompanying [procedure](#) available to families and the community. **The district and** will annually provide this policy and accompanying [procedure](#) to all district personnel, students, parents/guardians, and families, 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 this student discipline policy and accompanying [procedure](#).

~~At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students and parents/guardians, and families, which may require language assistance for students and parents with limited-English proficiency under Title VI of the Civil Rights Act of 1964. Schools will ensure all school personnel are knowledgeable of the school building discipline standards. Schools are encouraged to provide discipline training developed under [RCW 28A.415.410](#) to support implementation of this policy and accompanying [procedure](#) to all school staff as feasible.~~

## Application

**This policy and accompanying [procedure](#) will be construed in a manner consistent with Washington law as stated in [WAC 392-400-020](#).**

Cross references:	<a href="#">Board Policy 2124</a>	Digital Citizenship and Media Literacy
	<a href="#">Board Policy 2125</a>	Web-based Resources and Other Online Educational Services
	<a href="#">Board Policy 2210</a>	Special Education and Related Services for Eligible Students
	<a href="#">Board Policy 2211</a>	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
	<a href="#">Board Policy 2334</a>	Substance Abuse Prevention Program
	<a href="#">Board Policy 3122</a>	Attendance
	<a href="#">Board Policy 3143</a>	District Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
	<a href="#">Board Policy 3204</a>	Prohibition of Harassment, Intimidation or Bullying of Students
	<a href="#">Board Policy 3210</a>	Nondiscrimination
	<a href="#">Board Policy 3222</a>	Distribution of Materials
	<a href="#">Board Policy 3225</a>	School-Based Threat Assessment
	<a href="#">Board Policy 3246</a>	Personal Electronic Devices
	<a href="#">Procedure 3300P</a>	Student Discipline
	<a href="#">Board Policy 3332</a>	Teacher's Responsibilities and Rights

# PROPOSED REVISION

3300

Page 5 of 5

	<a href="#">Board Policy 3401</a>	Social Emotional Climate
	<a href="#">Board Policy 3520</a>	Student Fees, Fines, and Charges
	<a href="#">Board Policy 4207</a>	Regulation of Firearms and Dangerous Weapons on School District Property
	<a href="#">Board Policy 4218</a>	Language Access
Legal references:	<a href="#">RCW 9.41.280</a>	Possessing dangerous weapons on school facilities—Penalty—Exceptions
	<a href="#">RCW 28A.150.240</a>	Certificated teaching and administrative staff as accountable for classroom teaching—Scope—Responsibilities—Penalty
	<a href="#">Chapter 28A.225 RCW</a>	Compulsory school attendance and admission
	<a href="#">RCW 28A.225.020</a>	School's duties upon child's failure to attend school
	<a href="#">RCW 28A.225.030</a>	Petition to juvenile court for violations by a parent or child—School district responsibilities
	<a href="#">Chapter 28A.320 RCW</a>	Provisions applicable to all districts
	<a href="#">RCW 28A.400.100</a>	Principals and vice principals—Employment of—Qualifications—Duties
	<a href="#">RCW 28A.400.110</a>	Principal to assure appropriate student discipline—Building discipline standards—Classes to improve classroom management skills
	<a href="#">Chapter 28A.600 RCW</a>	Students
	<a href="#">WAC 392-190-048</a>	Access to course offerings—Student discipline and corrective action
	<a href="#">Chapter 392-400 WAC</a>	Student Discipline
	<a href="#">WAC 392-400-020</a>	Application
	<a href="#">34 CFR Part 100.3</a>	Regulations implementing Civil Rights Act of 1964
	<a href="#">42 U.S.C. 2000d et seq.</a>	Civil Rights Act of 1964

Adopted: November 21, 1980  
Revised: May 19, 1986  
Revised: March 20, 1995  
Revised: September 8, 1997  
Revised: February 8, 1999  
Updated: July 1999  
Updated: March 2001  
Updated: September 2006  
Updated: January 2007  
Updated: January 2012  
Revised: June 23, 2015

Updated: March 2017  
Updated: February 2018  
Revised: May 22, 2018  
Updated: February 2019  
Revised: June 18, 2019  
Updated: January 2020  
Updated: October 2020  
Revised: June 22, 2021  
Updated: September 2022  
Updated: August 2023  
**PROPOSED: November 2024**