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STUDENTS

Student Discipline

The board expects 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. **Discipline is not necessarily punitive, but can take 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** ~~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 **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 during suspension and expulsion**.
- Facilitating collaboration between school personnel, students, ~~and~~ parents/guardians, and **families to support thereby supporting** successful reentry into the classroom following a suspension or expulsion.
- Ensuring fairness, equity, and due process in the administration of discipline.
- **Providing Implementing culturally responsive discipline that provides** every student ~~with~~ 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.**

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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.

~~The superintendent or designee shall establish and make available rules of~~ This student discipline policy and accompanying procedure is conduct, 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 ~~the district's rules of student conduct~~, including behavioral expectations ~~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 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.

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 associated student-level information, behavioral violations, and other forms of discipline the district considered or attempted 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 administered~~ in each school. ~~The data will be disaggregated into subgroups as required by [RCW 28A.300.042](#), including and any additional data required under other district policies and procedures. 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 its accompanying procedure to improve fairness and equity regarding discipline.

Distribution of Policies and Procedures

The district will make the current version of this policy and accompanying [procedure](#) ~~its discipline policies and procedures~~ available to families and the community and will annually provide this policy and accompanying [procedure](#) ~~its discipline policies and procedures~~ to all district personnel, students, ~~and~~ 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 ~~the~~ this student discipline [policy and accompanying \[procedure\]\(#\)](#) ~~policies and procedures~~.

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.

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Application

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

Cross references:	Board Policy 2124	Digital Citizenship and Media Literacy
	Board Policy 2125	Web-based Resources and Other Online Educational Services
	Board Policy 2210	Special Education and Related Services for Eligible Students
	Board Policy 2211	Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973
	Board Policy 2334	Substance Abuse Prevention Program
	Board Policy 3122	Attendance
	Board Policy 3143	District Notification and Dissemination of Information about Student Offenses and Notification of Threats of Violence or Harm
	Board Policy 3200	Student Rights and Responsibilities
	Board Policy 3204	Prohibition of Harassment, Intimidation or Bullying
	Board Policy 3210	Nondiscrimination
	Board Policy 3222	Distribution of Materials
	Board Policy 3225	School-Based Threat Assessment
	Board Policy 3240	Student Conduct Expectations and Sanctions
	Board Policy 3246	Personal Electronic Devices
	Procedure 3300P	Student Discipline
	Board Policy 3332	Teacher's Responsibilities and Rights
	Board Policy 3401	Social Emotional Climate
	Board Policy 3520	Student Fees, Fines, and Charges
	Board Policy 4207	Regulation of Firearms and Dangerous Weapons on School District Property
	Board Policy 4218	Language Access Plan
Legal references:	RCW 9.41.280	Possessing dangerous weapons on school facilities—Penalty—Exceptions
	RCW 9A.16.100	Use of force on children—Policy—Actions presumed unreasonable
	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching—Scope—Responsibilities—Penalty
	Chapter 28A.225 RCW	Compulsory school attendance and admission

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[RCW 28A.225.020](#)

School's duties upon child's failure to attend school

[RCW 28A.225.030](#)

Petition to juvenile court for violations by a parent or child—School district responsibilities

[Chapter 28A.320 RCW](#)
[RCW 28A.400.100](#)

Provisions applicable to all districts

Principals and vice principals—Employment of—Qualifications—Duties

[RCW 28A.400.110](#)

Principal to assure appropriate student discipline—Building discipline standards—Classes to improve classroom management skills

[Chapter 28A.600 RCW](#)
[WAC 392-190-048](#)

Students

Access to course offerings—Student discipline and corrective action

[Chapter 392-400 WAC](#)
[34 CFR Part 100.3](#)

Student Discipline

Regulations implementing Civil Rights Act of 1964

[42 U.S.C. 2000d et seq.](#)

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
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