

## STUDENT DISCIPLINE

### Introduction/Philosophy/Purpose

The Board of the Eastmont School District focuses on the educational achievement of each and every student. The District holds high expectations for all students and gives all students the opportunity to achieve personal and academic success.

“Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of discipline. The Board intends that this policy and procedure be implemented in a manner that supports positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, parents, 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 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, 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; and
- 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.

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; or
5. Deprive a student of the student's right to an equal educational opportunity, in whole or in part, by a school district without due process of law.

#### 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 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 develop and/or review building discipline standards and review the fidelity of implementation of those standards. Schools will work together to:

1. Establish consistent behavioral expectations with students and proactively teach expectations across various school settings.
2. Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
3. Define the differences between minor and major behavior incidents to clarify the types of behaviors that may or may not result in classroom exclusion or are severe enough that an administrator needs to be involved.

4. Identify a continuum of best practices and strategies for classroom-based responses that building staff should administer before or instead of classroom exclusion to support students in meeting behavioral expectations.

Schools' handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies. A school's building discipline standards must be annually approved by the assigned executive director or assistant superintendent.

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.

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 expulsion, and expulsion.

This process may include reviewing data to prevent and address discrimination against students in protected classes identified in chapters 28A.640 and 28A.642 RCW, and WAC 392-190.048.

#### Distribution of Policies and Procedures

The District will make the current version of this policy and procedure available at the building level to students, families, community, contractors, and all District personnel and offer language assistance for students and parents with limited-English proficiency.

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:

Board Policy 2161	Special Education and Related Services for Eligible Students
Board Policy 2162	Education of Students with Disabilities Under Section 504 of the Rehabilitation Act of 1973
Board Policy 3122	Excused and Unexcused Absences
Board Policy 3210	Nondiscrimination
Board Policy 3244	Prohibition of Corporal Punishment
Board Policy 3520	Student Fees, Fines, or Charges
Board Policy 4210	Regulation of Dangerous Weapons on School Premises
Board Policy 4218	Language Access Plan

Legal References:

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
Chapter 28A.320, RCW	Provisions applicable to all districts
RCW 28A.400.100	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	Students
RCW 9.41.280	Possessing dangerous weapons on school facilities — Penalty — Exceptions
WAC 392-190-048	Access to course offerings — Student discipline and corrective action
Chapter 392-400, WAC	Student Discipline
34 CFR Part 100.3	Regulations implementing Civil Rights Act of 1964 — Discrimination prohibited
42 U.S.C. 2000d et seq.	Title VI of the Civil Rights Act of 1964

Management Resources:

*Policy & Legal News*, February 2021  
*Policy Alert*, April 2019  
*Policy & Legal News*, August 2018  
*Policy News*, June 2010