

Student Discipline

Purpose

This policy establishes the parameters for management of student behavior, including the implementation of standards and rules for student conduct, response to behavioral issues, and collaboration with students and families to promote and support a positive learning environment.

Scope

This policy applies to the Superintendent, administrators, staff, students, parents and guardians, and the community.

Policy

1. INTRODUCTION – PHILOSOPHY/PURPOSE

- 1.1. The Board of Directors of Valley School District focuses on the educational achievement of each and every student. The district holds high expectations for all students and strives to provide all students the opportunity to achieve personal and academic success.
- 1.2. “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 related procedures be implemented in a manner that supports positive school climate, maximizes instructional time as appropriate, and increases equitable educational opportunities. The purposes of this policy and accompanying procedure include:
 - (a) Engaging with school personnel, students, parents, families and the community in decisions related to the development and implementation of discipline policies and procedures.
 - (b) Supporting students in meeting behavioral expectations, including providing for early involvement of parents or guardians (“parents”).
 - (c) Administering discipline in ways that respond to the needs and strengths of students and keep students in the classroom to the maximum extent possible.
 - (d) Providing educational services that students need to complete their education without disruption.
 - (e) Facilitating collaboration between school personnel, students, and parents and families to support successful reentry into the classroom following a suspension or expulsion.
 - (f) Ensuring fairness, equity, and due process in the administration of discipline.
 - (g) Implementing culturally responsive discipline that provides every student with the opportunity to achieve personal and academic success.

- (h) Providing a safe environment for all students, district employees, and members of the community.

2. RIGHTS AND RESPONSIBILITIES

The district's disciplinary policy is designed to provide students with a safe, healthy, and educationally sound environment. Students are expected to be aware of and comply with this policy and related procedures, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning, consistent with the district's programs to improve social/emotional climate.

3. DEVELOPMENT AND REVIEW

- 3.1. 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 policies and procedures.
- 3.2. The district will ensure that school principals confer with certificated employees as appropriate to develop and/or review building discipline standards and review the fidelity of implementation of those standards. At each district school, principals and certificated staff may develop written school procedure consistent with this policy and procedure. Each school may also:
 - (a) Establish behavioral expectations with students and proactively teach expectations across various school settings.
 - (b) Develop precise definitions for problem behaviors and behavioral violations to address differences in perceptions of subjective behaviors and reduce the effect of implicit bias.
 - (c) 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.
 - (d) 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.
- 3.3. School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.
- 3.4. School principals will strive to ensure that teacher and other school personnel receive adequate support to effectively implement a continuum of identified best practices and strategies that:
 - (a) Focus on prevention to reduce the use of exclusionary discipline practices.
 - (b) Allow the exercise of professional judgment and skill sets.
 - (c) May be adapted to individual student needs in a culturally responsive manner.

- 3.5. School principals will confer with certificated building employees as appropriate to establish criteria for when certificated employees must complete classes to improve classroom management skills.
- 3.6. 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](#).
 - 3.6.1. 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, however, the district will ensure it reviews disaggregated discipline data in accordance with WAC 392-190-048 at least annually.

4. DISTRIBUTION OF POLICIES AND PROCEDURES

- 4.1. The district will make the current version of this policy and related procedures available to families and the community. The district will annually provide this policy and procedures to all district personnel, students, parents 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. The school district will ensure district employees and contractors are knowledgeable of this student discipline policy and procedures.
- 4.2. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school personnel, students, and parents 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 may provide discipline training developed under RCW 28A.415.410 to support implementation of this policy and procedure to all school staff as feasible.

5. APPLICATION

This policy and accompanying procedure will be construed in a manner consistent with Washington law as stated in WAC 392-400-020.

Related Procedures

2161P1-Special Education and Related Services for Eligible Students

2162P1-Education of Students with Disabilities under Section 504 of the Rehabilitation Act of 1973

3122P1-Excused and Unexcused Absences

3210P1-Nondiscrimination

3241P1-Student Discipline

Policy Cross References

2161-Special Education and Related Services for Eligible Students

2162-Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

3122-Excused and Unexcused Absences

3210-Nondiscrimination

4210-Regulation of Dangerous Weapons on School Premises

4218-Language Access Plan

Policy Legal References

RCW 9.41.280 – Possessing dangerous weapons on school facilities—Penalty—Exceptions

RCW 28A.150.240 – Certificated teaching and administrative staff as accountable for classroom teaching—Scope—Responsibilities—Penalty

Chapter 28A.22 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

WAC 392-190-048 – Access to course offerings—Student discipline

Chapter 392-400 WAC – Student Discipline

34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964

42 U.S.C. 2000d et seq. Civil Rights Act of 1964

Management Resources

Policy & Legal News, February 2021 – School discipline

Policy Alert, April 2019 – Important update to Student Discipline Policy

Policy & Legal News, August 2018 – Unpacking the final discipline regulations

Policy & Legal News, July 2016 – Student Discipline, v. 2.0

Policy & Legal News, December 2014

Policy & Legal News, August 2014 – Revised WACs on student discipline now in effect

Policy News, June 2010

Policy History

Action:	Date:
Approved by the Board	July 17, 2019
Revised	September 15, 2021
Revised	
Revised	

Replaces Policy 3241-Classroom Management, Discipline and Corrective Action and Policy 3240-Student Conduct Expectations and Reasonable Sanctions