

Student Discipline for Student Misconduct

Introduction/Philosophy/Purpose

The Board of the Woodland 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;
- 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;
- 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:

Rules of student conduct established by the District are essential to maintain a school environment conducive to learning. A student’s refusal to comply with written rules and regulations for the governing of the school will constitute cause for discipline.

Role of Staff in Correction of Students

Staff are responsible for supervising student behavior, employing effective classroom-management methods, and enforcing the rules of student conduct in a fair, consistent, and nondiscriminatory manner. Within each school, the principal or his/her designee will determine that appropriate student discipline is established and enforced. The superintendent and other certificated administrators have the authority to discipline, suspend, or expel students when appropriate.

Discipline must be reasonable and necessary under the circumstances and reflect the District's priority to maintain a safe and positive learning environment for all students and staff. The methods employed in enforcing District rules involve professional judgment. The following factors should be considered in imposing discipline:

- Consistency from day to day, student to student, and teacher to teacher;
- Severity of the misconduct;
- The student's nature and prior behavior;
- Fairness to the student, parent, and others;
- Effectiveness of the proposed corrective action; and
- Effect of misconduct on the educational environment.

Conditions for Imposition of Discipline

Student discipline will be enforced in order to maintain a safe and orderly school environment that is conducive to student learning. No student will be expelled, suspended, or disciplined in any manner for the performance of or failure to perform any act not related to the orderly operation of the school or school-sponsored activities or any other aspect of the educational process. When administering discipline under this chapter, the District will not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, religion, color, national origin, ~~age, veteran or military status,~~ sexual orientation, gender expression, ~~gender or~~ identity, disability, or the use of a trained dog guide or service animal;
2. Deprive a student of the ~~student's~~ 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; ~~or~~ the constitutional right to the free exercise of religion and to have the ~~student's~~ 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~~ student's constitutional right to be secure in the ~~student's~~ student's person, papers, and effects against unreasonable searches and seizures;
4. Unlawfully interfere in a ~~student's~~ student's pursuit of an education while in the custody of the ~~school-district~~ District; or
5. Deprive a student of the ~~student's~~ student's right to an equal educational opportunity, in whole or in part, ~~by a school-district~~ without due process of law.

~~This District's student discipline policy and procedure is designed to provide students with a safe, healthy, and educationally sound~~
Procedures for Discipline

~~In order to preserve a beneficial learning environment. Students are expected to be aware of and comply with this policy and procedure, 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.~~

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 for all students and to maintain good order and discipline 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. At each district school, principals and certificated staff/classroom, the superintendent or his/her designee will develop written school procedures for administering discipline at their each school within the District. The procedures will be developed with the participation of other school personnel, students, parents, families/guardians, and the community. Each school/The procedures will:~~

- ~~1. Establish behavioral expectations with students and proactively teach expectations across various school settings.~~
- ~~2. Develop precise definitions/Provide for problem behaviors and behavioral violations to address differences/early involvement of parents 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/efforts to support students in meeting behavioral expectations.~~

- ~~• Schools handbooks, codes of conduct/Provide that the teacher, principal or designee, and building/other school authorities will make every reasonable attempt to involve parents/guardians and the student in the resolution of behavioral violations for which discipline standards must not conflict/may be administered.~~
- ~~• Provide that no form of discipline (as that term is used in Procedure 3241P) will be administered in such a manner as to prevent a student from completing subject, grade-level, or graduation requirements.~~

~~In addition, the procedures will be consistent with the due process rules issued by the Office of Superintendent of Public Instruction (OSPI) in Chapter 392-400 of the Washington Administrative Code (WAC) and address conditions for imposing and contesting (i.e., appealing) corrective actions, including the following:~~

- ~~• No student will be long-term suspended or expelled for more than the length of one academic term, which the Board defines as one semester (approximately 90 school days), unless the principal or designee petitions the District superintendent for extension of an expulsion, and the petition is granted.~~
- ~~• The District will not impose long-term suspension or expulsion as a form of “discretionary discipline,” as that term is defined in state law (RCW 28A.600.015).~~

- The District will not suspend the provision of educational services to a student in response to behavioral violations. Students will be provided with an opportunity to receive educational services during a period of suspension or expulsion.
- The District will make efforts to have each student who has been long-term suspended or expelled return to an educational setting as soon as possible. The District will convene a reengagement meeting with and create a reengagement plan for each student who has been long-term suspended or expelled. The reengagement plan will be tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension or expulsion.
- Any student who has been suspended or expelled may apply to be readmitted at any time.
- For the purpose of hearing appeals of long-term suspension, expulsion, and emergency expulsion the superintendent will appoint a hearing officer (who may be a District employee or contractor) to hear and decide appeals. The hearing officer may not be involved in the student's behavioral violation or decision to long-term suspend, expel, or emergency expel the student and will be knowledgeable about state discipline rules and the District's discipline policies and procedures.

The purpose of the procedures is to provide an opportunity for discipline to be reviewed by someone in authority and to instill confidence among students and parents as to the essential fairness of staff. The District will ensure that its employees and contractors are knowledgeable about this policy, accompanying and the related procedures, or other Board policies. A school's building. Staff will follow the District's discipline standards must be procedures in responding to student misbehavior.

The superintendent or his/her designee will annually approved by the district superintendent or designee.

School principals will ensure teachers and other distribute the District's discipline procedures to students, parents/guardians, and 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. The superintendent or his/her designee, in consultation with staff, students, families, and the community, 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 update said procedures. During development and review process of those student discipline policies and procedures, the district District will use disaggregated data collected under RCW 28A.300.042 to monitor the impact of student discipline its policies, procedures, and practices as well as and update its policies and procedures 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.~~

~~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 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.~~

~~The District will support each school to:~~

- ~~• set at least one goal annually for improving equitable student outcomes;~~
- ~~• create an actions plan or plans;~~
- ~~• evaluate previous goals and action plans; and~~
- ~~• revise goals and action plans, based on evaluations.~~

~~Schools will share identified goals and action plans with all staff, students, parents, families, and the community.~~

~~**Distribution of policies and procedures**~~

~~The District will make the current version of this policy and procedure available to families and the community. The District will annually provide this policy and procedure 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 District will ensure district employees and contractors are knowledgeable of this student discipline policy and procedure. At the building level, schools will annually provide the current building discipline standards, developed as stated above, to all school 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. 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 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.~~

<u>Cross References:</u>	Board Policy 2121	Substance Abuse Program
<u>Cross References:</u>	Board Policy 2161	Special Education and Related Services for Eligible Students
	Board Policy 2162	Education of Students With <u>with</u> Disabilities Under <u>under</u> Section 504 of the Rehabilitation Act of 1973
	Board Policy 3122	Excused and Unexcused Absences
	Board Policy 3210 <u>3240</u>	Nondiscrimination <u>Student Conduct Expectations and Reasonable Sanctions</u>
	Board Policy 3244 <u>3246</u>	Prohibition of Corporal Punishment <u>Use of Reasonable Force</u>
	Board Policy 3520	Student Fees, Fines, or Charges
	Board Policy 4210	Regulation of Dangerous Weapons on School Premises
<u>Legal References:</u>	Board Policy 4218 <u>RCW 9A.16.100</u>	Language Access Plan <u>Use of force on children — Policy — Actions presumed unreasonable</u>
	<u>RCW 9.41.280</u>	<u>Possessing dangerous weapons on school facilities — Penalty — Exceptions</u>
	<u>RCW 28A.150.240</u>	<u>Certificated teaching and administrative staff as accountable for classroom teaching — Scope — Responsibilities — Penalty</u>
	<u>RCW 28A.400.100</u>	<u>Principals and vice principals — Employment of — Qualifications — Duties</u>
	<u>RCW 28A.400.110</u>	<u>Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills</u>
	<u>34 C.F.R. Part 100.3 Regulations implementing Civil Rights Act of 1964</u>	
	<u>42 U.S.C. 2000d et seq. Civil Rights Act of 1964</u>	
<u>Legal References:</u>	42 U.S.C. 2000d et seq. Civil Rights Act of 1964	
	34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964	
	Chapter 392-400, WAC Pupils	
	WAC 392-190-048	Access to course offerings — Student discipline
	Chapter 28A.320, RCW Provisions applicable to all districts	
	Chapter 28A.600 RCW, Students	
	RCW 28A.400.110	Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills
	RCW 28A.400.100	Principals and vice principals — Employment of — Qualifications — Duties
	Chapter 28A.225, RCW Compulsory school attendance and admission	
	RCW 28A.150.240	Certificated teaching and administrative staff as accountable for classroom teaching — Scope —

~~RCW 9.41.280~~

~~Responsibilities—Penalty~~

~~Possessing dangerous weapons on school facilities
—Penalty—Exceptions~~

~~Management Resources: 2019—April April Policy Alert
2010—June Issue
2014—August Issue
2014—December Issue
2016—July Policy Issue
2018—August 2018—August Policy Issue~~

~~Management Resources: 2018 – August Issue
2016 – July Issue
2014 – December Issue
2014 – August Issue
2010 – June Issue~~

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