
Student Behavior, Rules of Conduct, Restorative Practices and Discipline

I. Student Behaviors and Rules of Conduct

A. Responsible, Respectful and Safe Student Behaviors

The board believes that responsible, respectful, and safe student behaviors are positively associated with learning. The two main goals in dealing with student behavior are thus to: (1) develop and maintain a school environment where students and staff are responsible, respectful, and safe; and (2) help students behave in ways that contribute to academic achievement and school success.

The board believes that a responsible, respectful, and safe environment along with achievement and success are strengthened when:

- School staff build positive relationships with students, actively engaged in each student's learning, and hold students to high expectations;
- School staff actively engage students in learning and use consistent and effective classroom procedures;
- The school and district climate align with the classroom;
- Students are provided clear rules of conduct;
- Effective restorative practices are used to prevent and respond to misbehavior; and
- Effective discipline is used after misbehavior occurs.

The board also believes that positive and preventative behavioral systems, such as Positive Behavioral Interventions & Supports (PBIS) or social emotional learning are valuable methods to affirmatively teach students behavioral expectations, recognize positive behavior, and provide additional supports or interventions for students who struggle to meet those expectations." In addition, the Board believes in providing staff with ongoing training related to establishing a positive and inclusive school culture. This includes topics related to cultural responsiveness, trauma sensitivity, response to interventions models, and supporting students with special needs.

B. Rules of Conduct

When developing and applying rules of conduct, the board believes it is important to balance the needs of students, the needs of those affected by the behavior, and the needs of the overall school community.

The board requires that all students who attend the district's schools comply with written rules of conduct set forth in the Procedure that accompanies this Policy and in the written student handbooks adopted by each school. Rules of conduct are applicable:

- During any school activity conducted on or off campus whether such activity is during the school day; and
- To student actions off school grounds that materially and negatively affect or interfere with the educational process (including but not limited to actions while

engaged in district sanctioned transportation).

II. Restorative Practices and Discipline

As described in more detail below, the district uses restorative practices and/or discipline to address student behavior issues. The vast majority of student behavior issues should be addressed at the classroom level by teachers. Behaviors that cannot be addressed at this level should receive more intensive interventions. Staff are responsible for using those intensive interventions in a fair, consistent and non-discriminatory manner.

The standard approach to student behavior is to utilize restorative practices and seek to ensure that students remain connected to the learning environment and school community. Specific circumstances involving student behavior issues may require additional support in the form of discipline. Discipline, defined in the following sections, include suspension, expulsion or emergency expulsion, classroom exclusion, and other forms of discipline (i.e., actions taken in response to behavioral violations other than suspension, expulsion or emergency expulsion, or classroom exclusion.) The board believes in applying restorative practices, and when needed, the lowest level of discipline necessary to improve student behaviors and maintain a productive learning environment. This progression of support fosters a positive school and community atmosphere and nurtures an environment for all students to grow as productive citizens.

In that light, restorative practices and discipline will be used without discrimination against racial, ethnic, and other culturally diverse populations, to include religion, ancestry, gender, socioeconomic status, sexual orientation, including gender expression or identity, mental or physical disability or other distinguishing characteristics. The district serves a diverse community. To serve all students and to prepare them to be members of an increasingly diverse community, school and staff must attempt to build an environment which supports cultural awareness and understanding, including the elimination of institutional racism and other discrimination that present barriers to success.

The district will annually review data on discipline taken against students within each school disaggregated by sex, race, limited English proficiency and disability, including students protected by the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973. The review must include short-term suspensions, long-term suspensions, expulsions, and emergency expulsions. In reviewing the data, the district will determine whether it has disciplined a disproportionate number of students within any of the disaggregated categories. If disproportionality is found, the district will take action to ensure that it is not the result of discrimination.

A. Restorative Practices

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community and involve processes that restore relationships when harm has occurred. When broadly and consistently implemented, restorative approaches proactively build a school community based on cooperation, mutual understanding, trust, and respect as well as promote and strengthen positive school culture and enhance pro-social relationships within the school community.

With restorative practices, all members of the school community share the responsibility of building and sustaining a positive school environment based on strong relationships and recognizes their role as a positive contributing member of the school community.

Restorative practices promote building respectful and trusting relationships as the foundation for teaching and learning while providing meaningful opportunities for students to develop self-discipline and positive behaviors in a caring, supportive environment.

A restorative approach sees conflict or misbehavior as an opportunity for students to learn about the consequences of their actions, to develop empathy with others, and experience how to make amends in such a way as to strengthen the community bonds that may have been damaged. It views conflict primarily through the lens of the harm caused to people and relationships and emphasizes the priority to meet the needs of those affected by this harm.

The board believes in the use of restorative practices. Restorative practices are actions expected to be used by students who engage in misconduct, the student's parent/guardian, or other impacted members of the school community to:

- Understand the harm caused by the misconduct;
- Identify and respond to the needs of the person harmed and the person who caused harm;
- Encourage accountability and responsibility to the school community;
- Reintegrate the student who caused harm in the school community;
- Foster rich learning opportunities;
- Build trust, respect, and relationships;
- Establish mutual understanding;
- Strengthen school culture;
- Increase parent partnerships; and
- Promote equitable input from all stakeholders.

There are a wide variety of Restorative Practices. Examples of Restorative Practices may include, but are not limited to:

- Relationship building;
- Affective statements;
- Restorative conferences;
- Community building circles;
- Restorative dialogues/making agreements;
- Apologies;
- Repairing harm circles;
- Mediation; and/or
- Restitution.

There are five categories of Discipline, each is discussed in detail in the Procedure:

- Other Forms of Discipline (i.e., Discipline other than Classroom Exclusion, Suspension, Expulsion, or Emergency Expulsion);
- Classroom Exclusion;
- Suspension (in-school, short-term, and long-term);
- Expulsion; and
- Emergency Expulsion.

Restorative practices should be considered in all circumstances and could take the form of: (a) alternatives to or interventions in lieu of discipline; and/or (b) supplemental action taken along with discipline.

Use of restorative practices is a collaborative process and is based on the willingness of participation by the individual(s). Thus, the use of restorative practices is not subject to

the appeal process.

B. Discipline

The Board believes in the use of discipline as a form of intensive intervention.

Discipline takes the form of:

- Other Forms of Discipline (i.e., Discipline other than Classroom Exclusion, Suspension, Expulsion, or Emergency Expulsion);
- Classroom exclusion
- Suspension;
- Expulsion; and
- Emergency expulsion.

Discipline must be reasonable and fair under the circumstances. It must also reflect the Board's priority to maintain a safe and positive learning environment for all students and staff. The board also recognizes that student threat assessments may assist the district in addressing student behavior violations and maintaining a safe and positive environment for all students and staff. Accordingly, the board hereby authorizes district personnel or contractors to conduct threat assessments as a part of the disciplinary process as appropriate.

1. Other forms of Discipline

As a rule, the district will attempt or consider imposing other forms of discipline before administering a classroom exclusion, suspension, expulsion, or emergency expulsion. Other forms of discipline may include, but are not limited to:

- Verbal or written warnings;
- Lunch detention;
- Mediation;
- After-school detention; and/or
- Saturday school.

Students and/or their parents/guardians will be provided a grievance procedure for addressing imposition of other forms of discipline.

2. Classroom exclusions

A teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process while the student is under the teacher's immediate supervision, subject to the requirements of [procedure 3240](#). The board hereby also authorizes the building principal or designee to exclude a student from a classroom or instructional or activity area for behavioral violations of [procedure 3240](#).

3. Suspensions

Suspensions are in-school or short-term (both of which are not more than ten days), or long-term (more than ten days and up to 90 days) and involve a denial of attendance from one or more subjects or classes.

Violations of the Rules of Conduct can generate either:

- Discretionary discipline or
- Non-discretionary discipline.

Those terms are defined in the Procedure.

For discretionary discipline offenses, the following applies:

- Students may never be long-term suspended or expelled.
- In addition, students may be short-term suspended only after another form of discipline was attempted to help the student in meeting behavioral expectations.

For non-discretionary discipline offenses, the following applies:

- The student may be immediately suspended, either short-term or long-term regardless of whether another form of discipline has been imposed. However, other forms of discipline will be considered before long-term suspending a student.
- Additionally, prior to imposing discipline when a student engages in such an offense, a school administrator should consider:
 - Restorative practices;
 - Alternative actions and settings; and
 - Individual Factors.

For short-term and long-term suspensions, school officials and hearing officers may reduce or overturn suspensions in cases involving extenuating or exceptional circumstances.

Non-discretionary discipline offenses have been set forth by the legislature and are also set forth in the Rules of Conduct accompanying this, Policy.

Short-term suspended students and/or their parents/guardians will be provided a grievance procedure for addressing imposition of the suspension. See the Procedure accompanying this Policy for more detailed provisions regarding short-term suspensions.

No student will be long-term suspended for longer than the length of an academic term, which is defined by the school board as ninety school days.

Long-term suspended students and/or their parents/guardians will be provided a pre-hearing and hearing process for addressing the imposition of the suspension. See the Procedure accompanying this Policy for more detailed provisions regarding suspensions.

The district will assist long-term suspended students in returning to school by providing them with a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's long-term suspension.

4. Expulsions

a. Non-Emergency Expulsions

Non-emergency expulsions are denials of attendance from school for a defined period not to exceed the length of an academic term, which is defined by the school board as ninety school days (unless a longer period is warranted based on public health or safety and is authorized after petition to the superintendent).

No student shall be expelled unless:

- The district has considered other forms of discipline to support the student in meeting behavioral expectations, and
- After the school district has determined that if the student returned to school before completing an expulsion, the student would pose an imminent danger to students or school personnel.

The district will assist expelled suspended students in returning to school by providing them with a reengagement plan tailored to the student's individual circumstances, including consideration of the incident that led to the student's expulsion.

b. Emergency Expulsions

Emergency expulsions are a denial of attendance for up to, but not exceeding, ten (10) consecutive school days. An emergency expulsion requires: (a) good and sufficient reason to believe that a student's presence poses an immediate and continuing danger to other students or school staff; or (b) an immediate and continuing threat of substantial disruption of the educational process. An emergency expulsion must end or be converted to another form of discipline within ten (10) school days from the date of the emergency removal from school.

c. Pre-hearing and Hearing Processes

Expelled students and/or their parents/guardians will be provided a pre-hearing and hearing process for addressing the imposition of the expulsion. See the Procedure accompanying this policy for more detailed provisions regarding expulsions.

III. Procedures and Handbooks

The superintendent will establish procedures necessary to implement this policy. The superintendent/designee will develop and make available to all students, their parents, and staff, handbooks pertaining to student rights, conduct, and discipline. The superintendent/designee will also annually disseminate the discipline policies and procedures to students, families, and the community. The school principal and certificated employees in each school building will confer at least annually to develop and/or review: (1) building disciplinary standards; (2) uniform enforcement of those standards as related to the established student handbooks; and (3) notices required by the Drug-Free Schools and Communities Act (Amendments of 1989).

In consultation with school district staff, students, families, and the community, the district will periodically review and update its discipline rules, policies, and procedures. The district will also use disaggregated data collected pursuant to [RCW 28A.300.042](#) to monitor the impact of the school district's discipline policies and procedures. This data will be disaggregated into subgroups as required by [RCW 28A.300.042](#).

The district will strive to provide the trainings developed by the Office of the Superintendent of Public Instruction pursuant to [RCW 28A.415](#) to all school and district staff interacting with students, including instructional staff and non-instructional staff, as well as within a reasonable time following any substantive change to school discipline policies or procedures.

Cross References:

[Policy 2121](#)
[Policy 2161](#)
[Policy 2162](#)

[Policy 3122](#)
[Policy 3210](#)
[Policy 3244](#)
[Policy 3520](#)
[Policy 4210](#)

Legal References:

[RCW 28A.210.310](#)
[RCW 28A.320.128](#)

[RCW 9A.16.100](#)
[RCW 9.41.280](#)

[RCW 28A.150.240](#)

[RCW 28A.225.020](#)
[RCW 28A.225.030](#)

[RCW 28A.400.100](#)

[RCW 28A.400.110](#)

[Chapter 28A.600RCW](#)
[34 CFR Part 100.3](#)

[WAC 392-190-048](#)
[Chapter 392-400 WAC](#)
[RCW 28A.635.060](#)

[RCW 28A.635.090](#)
[RCW 28A.635.100](#)

[RCW 4.24.190](#)

[RCW 9.41](#)
[RCW 9.91.160](#)

Substance Abuse Program
Special Education and Related Services for Eligible Student
Education of Students with Disabilities under Section
504 of the Rehabilitation Act of 1973
Excused and Unexcused Absences
Nondiscrimination
Prohibition of Corporal Punishment
Student Fees, Fines or Charges
Regulation of Dangerous Weapons on School Premises

Prohibition on use of tobacco products on school property
Notice and disclosure policies - Threats of violence - Student
conduct - Immunity for good faith notice - Penalty
Use of force on children - Policy - Actions presumed unreasonable
Possessing dangerous weapons on school facilities - Penalty -
Exceptions
Certificated teaching and administrative staff as accountable for
classroom teaching - Scope - Responsibilities - Penalty
School's duties upon child's failure to attend school
Petition to juvenile court for violations by a parent or child - School
district responsibilities
Principals and vice principals - Employment of - Qualifications -
Duties
Principal to assure appropriate student discipline - Building
discipline standards - Classes to improve classroom management
skills
Students
Regulations implementing Civil Rights Act of 1964 42 U.S.C.
2000d et seq. Civil Rights Act of 1964
Access to course offerings - Student discipline
Student Discipline
Defacing or injuring school property - Liability of pupil, parent, or
guardian - Withholding grades, diploma, or transcripts - Suspension
and restitution - Voluntary work program as alternative - Rights
protected
Interference by force or violence – Penalty
Intimidating any administrator, teacher, classified employee, or
student by threat of force or violence unlawful - Penalty
Action against parent for willful injury to property by minor -
Monetary limitation - Common law liability preserved
Firearms and dangerous weapons
Personal protection spray devices

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Superintendent: Dr. Shelley K. Redinger