

Students

Student Discipline

The Board of the Snohomish 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. As used in this policy and accompanying procedure, “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 purposes of this policy and accompanying procedure include:

- Engaging with school personnel, students, 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/guardians;
- 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, and parents/guardians 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 is committed to:

- Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps; and
- Proactively implementing discipline practices that support student 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 peaceable 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.

The district's student discipline policy and procedure are 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 procedure, including behavioral expectations that respect the rights, person, and property of others. Students and staff are expected to work together to develop a positive climate for learning.

Development and Review

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.

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 judgement 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 or training to improve classroom management skills.

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 school discipline. Discipline data must be disaggregated as set forth by law.

The district will support each school to:

- Set at least one goal annually for improving equitable student outcomes;
- Create action plan(s);
- Evaluate previous goals and action plans; and
- Revise goals and action plans, based on evaluation

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 procedures 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. 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.

Behavior Agreements

The district is authorized to enter into behavior agreements with students and parents/guardians in response to behavioral violations, including agreements to reduce the length of a suspension conditioned on participation in treatment services, agreements in lieu of suspension or expulsion, or agreements holding a suspension or expulsion in abeyance. The district will ensure that any behavior agreement entered with a student does not waive that student's opportunity to participate in a reengagement meeting or to receive educational services during the period of suspension or expulsion. Behavior agreements will not exceed the length of an academic term and will not preclude the district from administering discipline for behavioral violations that occur after the entry of the behavior agreements.

Application

This policy and accompany procedure will be construed in a manner consistent with Washington law.

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| Cross Reference: | Policy 2121 | Substance Abuse Program |
| | Policy 2161 | Special Education and Related Services for Eligible Students |
| | Policy 2162 | Education of Students with Disabilities Under Section 504 of the Rehabilitation Action of 1973 |
| | Policy 3122 | Excused and Unexcused Absences |
| | Policy 3210 | Nondiscrimination |
| | Policy 3244 | Prohibition of Corporal Punishment |
| | Policy 3520 | Student Fees, Fines, or Charges |

Policy 4210 Regulation of Dangerous Weapons on School Premises
Policy 4218 Language Access Plan

Legal References: RCW 9A.16.100 Use of force on children – Policy – Actions presumed unreasonable
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.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
WAC 392-190-048 Access to course offerings – Student discipline
Chapter 392-400 WAC Pupils
34 CFR Part 100.3 Regulations implementing Civil Rights Act of 1964
42 USC 2000d et seq. Civil Rights Act of 1964

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