

**STUDENTS**

**Student Discipline**

**I. INTRODUCTION/PHILOSOPHY/PURPOSE**

The Pullman School District Board of Directors 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. “Discipline” means any action taken by the school district in response to behavioral violations, including exclusionary as well as positive and supportive forms of behavior management. The Board intends that this policy and procedure 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, guardians, 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;
- 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 or guardians, 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 the opportunity to achieve personal and academic success;
- H. Providing a safe environment for all students, district employees, and members of the community;

**II. RIGHTS AND RESPONSIBILITIES/DISTRICT COMMITMENT**

The Board recognizes the negative and disproportionate impact of exclusionary discipline practices and is committed to:

- A. Identifying and addressing discipline policies and practices that perpetuate educational opportunity gaps;
- B. 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:

- A. 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;
- B. 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;

- C. 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;
- D. Unlawfully interfere in a student's pursuit of an education while in the custody of the school district; or
- E. 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.

This District's student discipline policy and procedure is designed to provide students and staff 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 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 Board Policy 3112 – Social Emotional Climate.

### III. 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 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 procedures for administering discipline that are 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.

School handbooks, codes of conduct, and building discipline standards must not conflict with this policy, accompanying procedures, or other Board policies.

School principals will strive to ensure that 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.

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.

Every two years, the District will periodically review and further develop this policy and procedure with the participation of school personnel, students, parents, guardians, and the community. As part of this development and review process, the district will use disaggregated

data collected under RCW [28A.300.042](#). 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.

**IV. 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 guardians, which may require language assistance for students and parents or guardians 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, and parents or guardians, which may require language assistance for students and parents or guardians 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.

**V. 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, [2121](#) Substance Abuse Program
- 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**

- 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 – Responsibilities – Penalty
- RCW 9.41.280 Possessing dangerous weapons on school facilities – Penalty - Exceptions

**Management Resources**

2021 – February Issue  
2019 – April Policy Alert  
2010 – June Issue  
2014 – August Issue  
2014 – December Issue  
2016 – July Policy Issue  
2018 – August 2018 – August Policy Issue

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