

## **Classroom Management, Discipline and Corrective Action**

Rules of student conduct are essential to maintain a school environment conducive to learning. A student's refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for discipline or corrective action.

Staff are responsible for supervising student behavior, employing effective classroom management methods and enforcing the rules of student conduct in a fair, consistent and non-discriminatory manner. Corrective action 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 district will distribute its discipline policy and procedure to students, their parents/guardians, and the community on an annual basis. Students and/or their parents/guardians will be provided all required substantive and procedural due process in regard to grievances, hearings and/or appeals of corrective action. The district will also strive to provide trainings regarding policies and procedures related to student discipline for appropriate school and district staff whose duties require them to interact with students and enforce or implement components of student discipline.

The district will assist long-term suspended and expelled students in returning to school as soon as possible 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 or expulsion.

The district will annually collect and review data on corrective actions taken within each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042 and will include 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 and expulsions. In reviewing the data, the district will determine whether it has disciplined a substantially 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.

In consultation with school district staff, students, families and the community, the district will periodically review and update this policy and its accompanying procedure.

Cross References: 2121 - Substance Abuse Program  
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  
3240 - Student Conduct Expectations and Reasonable Sanctions  
3244 - Prohibition of Corporal Punishment  
3520 - Student Fees, Fines, or Charges  
4210 - Regulation of Dangerous Weapons on School Premises  
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 and corrective action  
Chapter 392-400, WAC Pupils  
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: 2016 – July Issue  
2014 - December Issue  
2014 - August Issue  
2010 - June Issue

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