

POLICY—STUDENT DISCIPLINE
Rights and Responsibilities/District Commitment

3241

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;
- Implementing Positive Behavioral Interventions and Supports (PBIS); and
- Implementing restorative practices.

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 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;
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.

This District's student discipline policy and procedure is 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 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 and behavioral violations is essential for effective review of this policy; therefore, the District will ensure such reporting.

The District will collect data on disciplinary actions administered in each school, as required by law, 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 judgment and skill sets;
3. May be adapted to individual student needs in a culturally responsive manner; and
4. Employ PBIS and restorative practices.

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 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 to monitor the impact of student discipline practices as well as 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 state law and guidance), 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 removal, and expulsion.

The District will follow state requirements 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 state law, however, the District will ensure it reviews disaggregated discipline data in at least annually.

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.

Application

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

- 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
 - 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

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| Adopted: | March 17, 2015 | NTPS Board of Directors |
| Updated: | July 25, 2017 | NTPS Board of Directors |
| | June 12, 2019 | NTPS Board of Directors |
| | August 17, 2021 | NTPS Board of Directors |
| | July 18, 2023 | NTPS Board of Directors |
| | December 10, 2024 | NTPS Board of Directors |