



**Contact:**

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TO: Board of Directors

FROM: Colin Ryan, Executive Director of Teaching and Learning

SUBJECT: First Reading - Revised Policy 3241 Student Discipline

DATE: October 7, 2025

TYPE: Board Discussion

This is the first reading of revised Policy 3241, Student Discipline. This policy adds and edits language consistent with law and Washington State School Directors' Association model policy.

A second reading will occur at the October 21, 2025, board meeting. If you have any questions regarding the policy, please contact me.

Every student is empowered to learn in an inclusive setting  
and is prepared for the future of their choice

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## ~~STUDENT DISCIPLINE~~ Introduction/Philosophy/Purpose

~~“Discipline” means any action taken by the school district in response to behavioral violations. Discipline is not necessarily punitive, but can take positive and supportive forms. Data show that a supportive response to behavioral violation is more effective and increases equitable educational opportunities.~~

The board focuses on the educational achievement of every student. The district holds high expectations for all students and gives all students the opportunity to achieve personal and academic success. The board intends that this policy and procedure be implemented in a manner that supports a positive school climate, maximizes instructional time, and increases equitable educational opportunities.

The purposes of this policy and accompanying procedure include:

- Providing a safe and supportive learning environment for all students
- Providing due process to students
- Implementing culturally responsive discretionary and nondiscretionary discipline policies and procedures that provide opportunity for all students to achieve personal and academic success.
- Engaging with school personnel, students, parents, families and the community to the development and implementation of discipline policies and procedures ~~and striving to understand and be responsive to cultural context~~
- ~~Supporting students in meeting behavioral expectations, including providing for early involvement of parents~~
- Ensuring fairness and equity in the administration of discretionary and nondisciplinary discipline
- Administering discretionary discipline in ways that respond to the needs and strengths of students, support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible
- Providing educational services that students need ~~during suspension and expulsion to complete their education without disruption.~~
- Facilitating collaboration between school personnel, students, ~~and~~ parents, and ~~thereby supporting families to support~~ successful reentry into the classroom following a suspension or expulsion
- ~~Ensuring fairness, equity, and due process in the administration of discipline~~
- ~~Providing every student with the opportunity to achieve personal and academic success~~
- ~~Providing a safe environment for all students and for district employees~~

### Student Fundamental Rights

~~The Superintendent shall establish and make available rules of student conduct, designed to provide students with a safe, healthy, and educationally sound environment.~~ The district will observe students' fundamental rights and will administer in a manner that does not:

1. Unlawfully discriminate against a student on the basis of sex, race, creed, ethnicity, religion, color, national origin, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, or the use of a trained dog guide or service animal by a person with a disability is prohibited.
2. Deprive a student of the student's constitutional right to freedom of speech and press, the 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 the 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 the law

## Student Responsibilities

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 the policy and procedure ~~the district's rules of student conduct,~~ including ~~behavior standards~~ 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.

### ~~Minimizing exclusion, engaging with families, and supporting students~~

Unless a student's presence poses an immediate and continuing danger to others or an immediate and continuing threat to the educational process, staff members must first attempt one or more forms of other forms of discipline to support students in meeting behavioral expectations before imposing classroom exclusion. ~~short term suspension, or in school suspension. Before imposing a long term suspension or expulsion, the district must first consider other forms of discipline.~~

## Development and Review

The district will develop and periodically review a discretionary and nondiscretionary discipline policy and procedure with the participation of school personnel, students, parents, families, and the community. During the development and review, the district must use disaggregated data collected under RCW 28A.300.042 to monitor the impact of the district's discipline policy, procedure, and practices and update its policy and procedure to improve fairness and equity in the administration of discipline.

~~These other forms of discipline may involve the use of best practices and strategies included in the state menu for behavior developed under RCW 28A.165.035. The accompanying procedure will identify a list of other forms of discipline for staff use. However, staff members are not restricted to that list and may use any other form of discipline compliant with WAC 392-400-025(9).~~

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~~School personnel must make every reasonable attempt to involve parents and students to resolve behavioral violations. The district must ensure that associated notices, hearings, conferences, meetings, plans, proceedings, agreements, petitions, and decisions are in a language the student and parents understand; this may require language assistance. Language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district's use of suspension and expulsion will have a real and substantial relationship to the lawful maintenance and operation of the school district, including but not limited to,~~

the preservation of the health and safety of students and employees and the preservation of an educational process that is conducive to learning.

As described in the procedures, the district will offer educational services to students during suspension or expulsion. When the district administers a long-term suspension or expulsion, the district will timely hold a reengagement meeting and collaborate with parents and students to develop a reengagement plan that is tailored to the student's individual circumstances, in order to return the student to school successfully. Additionally, any student who has been suspended or expelled may apply for readmission at any time.

#### **Staff authority**

District staff members are responsible for supervising students during the school day, during school activities, whether on or off campus, and on the school bus. Staff members will seek early involvement of parents in efforts to support students in meeting behavioral expectations. The Superintendent has general authority to administer discipline, including all exclusionary discipline. The Superintendent will identify other staff members to whom the Superintendent has designated disciplinary authority. After attempting at least one other form of discipline, teachers have statutory authority to impose classroom exclusion for behaviors that disrupt the educational process. Because perceptions of subjective behaviors vary and include implicit or unconscious bias, the accompanying procedures will seek to identify the types of behaviors for which the identified district staff may administer discipline.

#### **Ensuring fairness, providing notice, and an opportunity for a hearing**

When administering discipline, the district will observe all of the student's constitutional rights. The district will notify parents as soon as reasonably possible about classroom exclusion and before administering any suspension or expulsion. The district will provide opportunities for parent participation during an initial hearing with the student. The district will provide parents with written notice, consistent with WAC 392-400-455, of a suspension or expulsion no later than one school business day following the initial hearing. As stated above, language assistance includes oral and written communication and further includes assistance to understand written communication, even if parents cannot read any language. The district has established procedures for review and appeal of suspensions, expulsions, and emergency expulsions, consistent with WAC 392-400-430 through 392-400-530.

The district has also established procedures to address grievances of parents or students related to other forms of discipline, classroom exclusion, and exclusion from transportation or extra-curricular activity. The grievance procedures include an opportunity for the student to share his or her perspective and explanation regarding the behavioral violation.

#### **Development and review**

Accurate and complete reporting of all disciplinary actions, including the behavioral violations that led to them, is essential for effective review of this policy; therefore, the district will ensure such reporting. The district will periodically collect and review data on disciplinary actions taken against students in each school. The data will be disaggregated into subgroups as required by RCW 28A.300.042, including students who qualify for special education or Section 504. The data review will include classroom exclusion, in-school and short-term suspensions, and long-term suspensions and expulsions. The district will invite school personnel, students, parents, families, and the community to participate in the data review. The purpose of the data review is to determine if disproportionality exists; if disproportionality is found the district will take action to ensure that it is not the result of discrimination and may update this policy and procedure to improve fairness and equity regarding discipline.

#### **Distribution of Policies and Procedures**

The school district will make its ~~discipline policies~~ **the current version of this policy** and procedures available to families and the community. The district will annually provide ~~its discipline policies~~ **this policy** and procedures to all district personnel, students, and parents, which may require language assistance for students ~~and~~ **parents and families** with limited-English proficiency under Title VI of the Civil Rights Act of 1964. The school district will ensure district employees and contractors are knowledgeable of the discipline policies and procedures.

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  
3200 - Rights and Responsibilities  
3210 - Nondiscrimination  
3244 - Prohibition of Corporal Punishment  
3520 - Student Fees, Fines, or Charges  
3210 - Regulation of Dangerous Weapons on School Premises  
4218 - Language Access Plan

Management Resources: 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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**Stanwood-Camano School District**

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