

Behavior and Discipline: Key Values and Changes

1. **Student-Centered Learning Environment:** We prioritize creating the optimum learning environment for students and educators and commit to decreasing disproportionality of student discipline in historically marginalized groups (e.g. students of color, students with disabilities, and students experiencing poverty, trauma, foster care placements or housing instability)
2. **Collaborative Professionalism:** We work together as professionals and recognize that education is a collaborative effort.
3. **Expert-Led Behavioral Guidance:** We value the expertise of certificated educators to guide and teach desired behaviors in partnership with families and communities.
4. **Utilization of State & Local Resources:** We utilize existing resources, standards, frameworks and tools including: CCDEI standards, Educator Prep standards, Instructional and Leadership Frameworks, Evaluation Criterion and Certification Renewal Requirements as well as local district and school choice to determine and utilize best practices (e.g. MTSS, PBIS, SEL, restorative practices) to support students and school community.
5. **Meaningful Policies and Practices:** We elevate the required school board policies and procedures as well as school district implementation practices to make them meaningful and consistent for students, families, and educators.
6. **Actionable Data Management:** We reduce and manage the level of reporting to ensure that the data collected is meaningful and actionable at the appropriate level of the system (classroom, school, district, state). We will keep the current CEDARS 2024–25 reporting requirements consistent with this past year but will review requirements about exclusion in the longer rule-making review.

Key Changes to the Rules

- Clarifies the definition of classroom exclusion.
- Includes the definitions of discretionary and non-discretionary discipline from RCW 28A.600.015(6).
- References RCWs related to professional standards of educator certification and renewal, Teacher and Principal Evaluation Criterion and Frameworks (TPEP), and Cultural Competency Diversity Equity and Inclusion Standards (CCDEI).
- Requires school districts and boards to revisit their district policies and procedures in order that all staff work cooperatively toward consistent enforcement of proper student behavior throughout each school as well as within each classroom.
- Replaces “Emergency Expulsion” with “Emergency Removal” per RCW 28A.600.495.

