

**Seattle Public Schools
2017-2018
Discipline Matrix Guide for Administrators**

Eliminating opportunity gaps and ensuring educational excellence for each and every student is the issue of our time.

Seattle Public Schools recognizes:

- there is racial disproportionality in disciplinary responses within the district;
- each situation involving discipline can be complex with underlying factors that requires staff to understand the function of students' behaviors;
- mitigating and aggravating factors should influence the disciplinary decision-making process;
- there is an impact when using exclusionary practices.

Seattle Public Schools staff are committed to:

- knowing, caring for, and establishing positive relationships with students;
- supporting the whole child;
- teaching the development of positive social, emotional, and behavioral skills in students;
- using a variety of ways to shape behavior once harm as occurred, instead of relying on exclusionary practices;
- partnering with families, other staff, and community based organizations in the event that a disciplinary action has occurred;
- examining their own implicit bias, while working from a culturally responsive, trauma informed lens that utilizes verbal de-escalation skills in an effort to create conditions in our schools that allow students to be successful.

When considering disciplinary actions:

1. Determine the goal of the disciplinary action. What do you want the student to learn as a result of this behavior of concern?
2. What disciplinary action would be the least disruptive to the student-school relationship, which also minimizes the loss of instructional time?
3. What mitigating/aggravating factors were present? (see page 2)
4. What supports/interventions have been previously implemented?
5. What supports/interventions are available? (see page 3)

When considering what an appropriate disciplinary response might be for a particular behavior, please consider the following factors:

<u>Possible Mitigating Factors</u>	<u>Possible Aggravating Factors</u>
<ul style="list-style-type: none"> - Little or no prior documented misconduct - Minimal damage - No injury or damaged caused - Little potential of harm - No evidence that student intended to display or use the weapon - Student offers credible evidence that they had the weapon for legitimate purposes away from school and unintentionally brought the object to school - The weapon was a small pocket knife with a blade of 2.5 inches or less - Student was primarily acting defensively - Student’s intent or purpose - Student’s age and/or inability to understand potential consequences of the conduct - Admitted or self-reported conduct - Student attempted, but failed to or was prevented from, carrying out the conduct - Subsequent remedial steps, including restitution to district or victim of misconduct - Subsequent action taken by student to make amends for misconduct with school staff - Property returned to victim - Cultural or linguistic factors that may have played a role in the misconduct - Appropriateness of student’s academic placement - Student’s willingness to repair the harm 	<ul style="list-style-type: none"> - Pattern of similar misconduct - Significant impact of incident on overall school community - Substantial disruption to learning of others caused by student’s defiance - Student attempts to solicit or incite others to engage in behavior - Significant damage (in extent or cost) - Potential of serious harm - Intent or purpose in setting fire - Serious actual or potential injury - Use of an object or weapon - Premeditated conduct - Multiple students assaulting a single student - Prior assault(s), threat(s), harassment, or bullying by the student against the same victim - Exceptional severity or cruelty - Previous discipline record of student warranting progressive discipline - Student’s presence on campus is determined to be a threat to the safety of others - Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim - Student used the weapon in furtherance of an assault, to intimidate another, cause injury and/or to cause physical damage to property - Student displayed, activated or discharged the weapon in a reckless manner - Evidence of premeditation - Threats of serious injury - Pattern of similar misconduct against the same victim - The weapon is a firearm - The object appears to be a firearm and the student displaying or using the object does so with malice

When considering what an appropriate disciplinary response would be for a particular behavior, please consider the following alternatives to suspensions in addition to exclusionary practices:

<u>Possible Classroom Responses</u>	<u>Possible School Based Responses</u>
<ul style="list-style-type: none"> - Student tells their side of the story - Student determines how to repair the harm - Self-reflection activity - Reteach behavioral expectations - Behavior agreement with recognition system - Change in environment (special seating, providing a distraction, removal of triggers, use of a break system) - Increased proximity when discussing the situation - Student spends extra time in classroom where harm occurred to repair the relationship(s) with staff/students - Loss of classroom privileges - Offer leadership opportunities in classroom to highlight strengths - Teach replacement skills directly related to behavior of concern - Model replacement skills directly related to behavior of concern - Teacher or designated staff counsels with student in private - School leaders take over instruction, allowing the teacher to step out of the classroom to problem solve with the student in private - Teacher or designated staff notifies parent/guardian - Teacher or designated staff counsels with student and if possible, the parent/guardian 	<ul style="list-style-type: none"> - Family conference with teacher, school staff and administrator - Creation of Positive Behavior Intervention Plan (PBIP) - Reevaluate support/safety plans that are currently in place - Peer mediation - Restorative practices - Referral to school level support staff (counselor, social worker, nurse, Health Center) - Mediation - Restitution of damages or stolen property - Loss of computer privileges - Loss of credit - Community service - Class schedule change - Informal/formal check ins with designated staff - Development of support/safety/crisis plan - Detention (before school, after school, Saturday, or free period for a set period of time) - Referral to Student Intervention Team (SIT) - If the student has a disability, reviewing and revising IEP (Individualized Education Plan) or 504 plan - Pair student with a mentor - Referral to community agency for support with identified needs (housing, food stability, leadership development, mental health counseling, social skill development, drug and alcohol assessment/treatment, etc.)

When referencing the Discipline Matrix on the following pages, please refer to the following key for additional information:

Key	
Behavior Modification Eligible	Behavior Modification can be considered, can be concurrent or completion required before a student returns to their comprehensive school
OSCR/HIB	Office of Student Civil Rights, Harassment, Intimidation or Bullying 206-252-0858
D/A Assessment - General	Students may be disciplined for using or being under the influence based on their behavior or appearance as determined by an administrator, school nurse, or other properly trained official regardless of whether they have a substance in their possession. Coming to school or a school event with a substance on your breath or in your body is not allowed. Assessment by a district approved substance abuse professional and maintain compliance with recommendations of the assessor, at parent/guardian expense, secure Release of Information (ROI) for provider
D/A Assessment - Possession	Long term suspension, may reduce to short term suspension with assessment agreement
D/A Assessment - Distribution	Long term suspension, may reduce to short term suspension with assessment agreement
D/A Assessment - Selling	Long term suspension, with assessment agreement
OSCR/Title IX	Office of Student Civil Rights, 206-252-0367
STAT/Safety & Security	Student Threat Assessment Team, 206-252-0707
Safety & Security	Safety and Security Office, 206-252-0707
Short Term Suspension	1-10 days
Long Term Suspension	11 - 90 days
Emergency Expulsion	Can only be used in situations, provided that there is sufficient reason to believe that the student's presence is dangerous and/or would cause substantial disruption within the school.
Expulsion from School	Expulsion from school, can only be used in consultation with the Ed Director of the region, school leaders must coordinate the transition from the expelling school to the reassignment school. Steps to take: <ol style="list-style-type: none"> 1. Notify the Enrollment Office 2. Notify the Discipline Office 3. Notify the Reassignment School 4. Participate in the development of a success reentry plan and have a representative at the reentry meeting at the reassignment school