Mission
Seattle Public Schools is committed to ensuring equitable access, closing the opportunity gaps, and excellence in education for every student.

Vision
Every Seattle Public Schools student receives a high-quality, 21st century education and graduates prepared for college, career, and life.

Seattle Public Schools (SPS) provides Equal Educational Opportunities and Equal Employment Opportunities and does not discriminate in any programs or activities on the basis of sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental, or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal. SPS provides equal access to the Boy Scouts and other designated youth groups. For students and members of the public, the following employees have been designated to handle questions and complaints of alleged discrimination and may be reached by mail, by phone, or email as specified in the information below:

Seattle Public Schools,
MS 32-149
PO Box 34165
Seattle, WA 98124-1166

For sex discrimination concerns, including sexual harassment, contact:
Title IX Grievance Coordinator at title.ix@seattleschools.org

For disability discrimination concerns contact:
ADA/Section 504 Grievance Coordinator at accessibility@seattleschools.org

For all other types of discrimination, contact:
Student Civil Rights Compliance Coordinator at OSCR@seattleschools.org

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact:
Assistant Superintendent of Human Resources
Seattle Public Schools
MS 33-157
PO Box 34165
Seattle, WA 98124-1166
(206)252-0024
hreeoc@seattleschools.org
Meaningful learning occurs in environments that are safe, positive, consistent, and predictable. When the principles of cultural intelligence, safety, respect, honesty, accountability, and equity are exhibited throughout a system, trusting relationships result and excellence for each and every student can be achieved.

Seattle Public Schools is committed to furthering cultural intelligence that respects and values the diversity in schools and in classrooms across the district. This commitment serves to guide decisions in promoting fair and equitable treatment for all.

A safe and healthy school climate is important in promoting a sense of belonging and supporting excellence for each and every student. Positive school climates include:

- A vision based on shared beliefs, values, rituals, and stories that grow as part of the culture.
- Collaborative relationships and respectful interactions between students, families, and staff.
- Fair and equitable treatment that respects and values all cultures.
- A physical environment that is welcoming, safe, and accessible to all.
- Regular assessment and review of school climate survey by students, families, staff, and stakeholders.

In addition to a positive school climate, we understand that students at times may experience emotional and/or physical stressors. During these times, students are encouraged to share with a trusted adult at school, and staff are committed to supporting each student so that they are fully able to participate in the school day.

Sometimes additional counseling, support, and resources may be helpful. A number of community agencies offer assistance and information on health and human services available to King County residents. You can call 800-621-4636, 206-461-3610, or 211 for additional information.

Our Student Rights and Responsibilities sets forth the rules and regulations of Seattle Public Schools regarding student conduct. It is created in compliance with the requirements of state law and aligned with the Seattle Public Schools Strategic Plan. It references sections of the Washington Administrative Code (WAC) that govern use of corrective responses (i.e., discipline, suspension, and expulsion) for any student by a school district.

The foundation of Seattle Public Schools' discipline policy is one of prevention, by establishing a positive school climate that includes shared behavioral expectations and a common language for talking about expected behavior that is inclusive of students, families, teachers, administrators, volunteers, and other staff (within a Positive Behavior Interventions and Supports (PBIS) framework). Discipline procedures and strategies aim to maximize instructional time and reduce out of school consequences for behavior. This document applies to all students and is designed to educate all members of the educational community as to the rules, regulations, and due process procedures. We encourage families to review the Student Rights & Responsibilities with their student. It describes our expectations at school as well as what students can expect from adults at school.

The Seattle Public Schools also publishes “The Basic Rules of Seattle Public Schools” in flyer format and distributes it to all students at the beginning of each school year. All discipline documents may be found on the Seattle Public Schools website.

Questions about the Student Rights and Responsibilities may be directed to the Discipline Office at: discipline@seattleschools.org; (206) 252-0820; or Seattle Public Schools MS 31-177 P.O. Box 34165 Seattle, WA 98124-1165

Inquiries will either be responded to directly or be referred to the appropriate school leader. School Board policies referred to in this document may be accessed at https://www.seattleschools.org/district/school_board/policies
Student Rights

As a member of the school community, students have the right to:

• An orderly and safe classroom and school;
• A quality education with high expectations and appropriate support;
• Courteous and respectful treatment;
• Be listened to and have their voice heard;
• Equitable access to high-quality instruction, services, resources, and extracurricular activities;
• Be known and cared for at school; and
• Receive reasonable consequences and be given the opportunity to learn from mistakes.

Additionally, as citizens, students have constitutional rights and schools cannot unduly infringe on those rights. Schools may, however, set reasonable limits on those rights in order to meet their obligation to educate.

• Freedom of speech
• Assembly
• Petition
• Press
• No unreasonable search and seizure\(^1\)
• Equal educational opportunity\(^2\)
• Religion

---

\(^1\) Students should be free from unreasonable search and seizure. For the protection of all, however, the following rules apply:

• General searches of school property, including lockers and desks, may be conducted without prior notice.

• Items such as firearms, other weapons, firecrackers, or anything else that might reasonably be a threat to safety or security, or disruptive to the educational process may be seized and removed from a student’s possession.

• In general, searches of students’ persons (other than strip searches) or property may be conducted if reasonable suspicion that contraband or other evidence of misconduct is present, so long as the methods used are reasonably related to the objectives of the search and the search is not excessively intrusive in light of the age and sex of the student, the nature of the suspected infraction, and the information upon which the search is based.

Washington law (RCW 28A.600.230(3)) prohibits strip searches of students by school administrators and persons acting under their supervision. “Strip search” is defined broadly: “[H]aving a person remove or arrange some or all of his or her clothing so as to permit an inspection of the genitals, anus, or undergarments of the person or breasts of a female person.”

\(^2\) Students shall not be unlawfully discriminated against because of national origin, race, religion, economic status, sex, sexual orientation, gender expression or identity, pregnancy, marital status, previous arrest, previous incarceration, or physical, mental, or sensory handicap. Such differences shall not be held against a student or used as a basis for predetermining a student’s capabilities.
Student Responsibilities

As a member of the school community, students should take personal responsibility to:

• Share with a trusted adult at the school when they are experiencing emotional and/or physical stressors for the purpose of obtaining resources or support;
• Advocate for their educational, cultural, social, and emotional needs;
• Engage in mutually respectful dialogue with staff and other students;
• Accept reasonable consequences when failing to meet behavioral expectations and use the opportunity to learn from their mistakes;
• Attend School regularly and be prepared for all classes;
• Contribute to a safe and positive school climate;
• Respect and be mindful of the rights of others;
• Understand and follow “The Basic Rules of Seattle Public Schools” and individual school rules;
• Dress appropriately for school in ways that will not cause safety or health problems;
• Identify themselves to and follow the instructions of school staff; and
• Respect the property of others and the school.

School Responsibilities

School staff has a responsibility to:

• Create a safe and positive school climate;
• Know, care for, and establish positive relationships with students;
• Hold all students to high-expectations and provide quality and effective instruction;
• Model courteous and respectful treatment;
• Provide opportunities for student voices to be heard;
• Encourage family participation in the resolution of ongoing problems;
• Encourage the resolution of problems within the school setting;
• Reduce or eliminate the loss of instructional time and out of school consequences;
• Understand that the purpose of discipline is to support behavior change, not to punish; and
• Provide discipline that is intended to teach accountability and repair and restore relationships.

Note: RCW 28A.635.060 allows Seattle Public Schools to withhold the grades, diploma and transcripts of any student who is responsible for losing or willfully cutting, defacing or injuring any property belonging to Seattle Public Schools, a contractor of Seattle Public Schools, an employee, or another student until the student or the student’s parents or guardian has paid for the damages. When the student and parent or guardian are unable to pay for the damages, Seattle Public Schools will provide a program of voluntary work for the student in lieu of the payment of monetary damages. Upon the student’s completion of the voluntary work, Seattle Public Schools will release the grades, diploma and transcripts of the student.

Any student, parent or guardian aggrieved by the imposition of the above sanctions shall have the due process rights provided in the section on Grievance Procedure for Discipline, WAC 392-400-240.
**Student Discipline**

All students are subject to the policies, rules, and regulations of Seattle Public Schools. The written rules are intended to assure that positive discipline and disciplinary responses are imposed in a fair, equitable, and just manner. Students may receive a disciplinary response if they fail to comply with any of the written rules and regulations while at school, on school grounds, on School District-sponsored transportation, or at any school-sponsored event. Students may also receive a disciplinary response if they fail to comply with any of the written rules and regulations in other settings having a real and substantial relationship to the operation of Seattle Public Schools, including, but not limited to, the preservation of the safety of students and employees, and the preservation of an educational process conducive to learning.

Appeal procedures have been established in order to provide an opportunity for disciplinary responses to be reviewed by a neutral third party and to instill confidence among students and families as to the appropriateness of the disciplinary response.

**Authority of District Staff**

Persons who have authority to discipline students:

1. The School Board authorizes certificated teachers, school administrators, bus drivers, and any other school staff the authority to impose discipline upon a student for conduct that violates the rules of the School District. These persons may also remove a student on an emergency basis from a class, subject, or activity.

2. The School Board authorizes teachers to remove students who create a disruption of the educational process from their classrooms for the rest of the school day or until an administrator and the teacher have discussed the incident, whichever comes first. Except in emergency circumstances, the teacher is expected to first attempt one or more alternative forms of disciplinary response. In no case will a student be allowed to return for the rest of the class period without the permission of the teacher.

3. The School Board authorizes school principals, assistant principals, and their designees to impose school-based responses, in-school suspensions, short-term suspensions, long-term suspensions, emergency expulsions, and expulsions.

**Conditions and limitations for discipline**

Discipline imposed on a student who violates the rules of Seattle Public Schools may not include corporal punishment.

Corporal punishment does not include:

a. The use of reasonable physical force by a school administrator, teacher, school employee or volunteer as necessary to maintain order or to prevent a student from harming him/herself, other students, school staff, or property;

b. Physical pain or discomfort caused by or resulting from training for or participation in athletic competition or recreational activity voluntarily engaged in by the student;

c. Physical exertion shared by all students in a teacher directed class activity, which may include but is not limited to physical education exercises, field trips, or vocational education projects; or

d. Physical restraint or isolation in response to a student when reasonably necessary to control spontaneous behavior that poses an imminent likelihood of serious harm and is carried out according to District procedures in compliance with state regulations.

---

4 WAC 392-400-210
5 WAC 392-400-230
6 WAC 392-400-235
Seattle Public Schools Commitments

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 may 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; and
- 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;
- Holding all students to high-expectations and providing quality and effective instruction;
- Teaching the development of positive social, emotional, and behavioral skills in students;
- Using a variety of ways to shape behavior once harm has occurred, instead of relying on exclusionary practices;
- Implementing a disciplinary response that would be the least disruptive to the student-school relationship, which also maximizes instructional time;
- Partnering with families, other staff, and community based organizations in the event that a disciplinary response has occurred; and
- Examining their own implicit bias, while working from a culturally trauma-responsive lens that utilizes verbal de-escalation skills in an effort to create conditions in our schools that allow students to be successful.

Disclaimers

This document uses words and definitions that may be offensive to some persons. Parents/guardians/families should use discretion in allowing young children to read this document without supervision.

This document is intended to provide information regarding student conduct. Conduct by staff members is governed by other documents, including School Board Policies and Procedures, and applicable collective bargaining agreements. If you have concerns about the actions of a staff member, please contact that person’s supervisor.
Student Behavior (Formerly Code of Prohibited Conduct)

**Arson**
Intentionally setting a fire or causing an explosion.

**Assault** (Please see Physical Aggression when determining the severity of the offense.)
Being physically violent, using unwarranted force, or demonstrating the deliberate and immediate intent to be physically violent, toward another person, including domestic violence.

**(Physical) Aggression**
A physical action that disrupts the school environment in an unsafe manner and/or unintentionally harms another person.

Appropriate for any student in circumstances when emotional regulation or maturity is insufficient to understand the consequences of the behavior.

**Bullying, Intimidation, or Harassment 7**
Engaging in intentional, persistent or pervasive written, verbal, electronic, or physical bullying, intimidating, or harassing conduct that includes, but is not limited to, any of the following:

- for the purpose of embarrassing or denigrating another person;
- physically harms a person or damages the person’s property;
- is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment;
- has the effect of substantially interfering with the student’s education or adult’s right to teach or manage student behavior; or
- has the effect of substantially disrupting the orderly operation of the school.

(See also Malicious Harassment) The District will respond to off-campus student speech that causes or threatens to cause a substantial disruption on campus or interferes with the right of students to be secure and obtain their education. Substantial disruption includes, but is not limited to, significant interference with instruction, school operations or school activities, violent physical or verbal altercations between students, or a hostile environment that significantly interferes with a student’s education.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to:

- Conducting electronic bullying, intimidation, and harassment, including, but not limited to, cyberbullying, on school grounds, during school activities, on school buses, or during the school day;
- Initiating students into a school, group, grade level, or office through persecuting, harassing, or coercive behaviors that cause or are likely to cause social or emotional harm (See also Hazing).

There is no requirement that the person actually possesses the characteristics that is the basis for the bullying, intimidation, or harassment.

**Burglary**
Forced entry or remaining unlawfully in a district building or room in the building for the purpose of taking property. 8

---

7 See, Malicious Harassment for harassing and intimidating behavior based on protected class or status. Also see, RCW 28A.300.285.
8 See, Trespass for other purposes of being unlawfully present on District property or in District buildings.
Computer Trespass, Tampering, and Misuse
Intentionally violating a school or Seattle Public Schools computer system or database.

Dangerous Weapons
Carrying a dangerous weapon onto, or possessing a dangerous weapon on, school property, school-provided transportation, areas of facilities being used exclusively as School District property, or at school-sponsored events or activities.

Disobedience (Not an exclusionary response for K-5 students)
Flagrantly, purposefully, or repeatedly failing to comply with or follow the instructions of teachers and other school staff.

Disruptive Conduct (Not an exclusionary response for K-5 students)
Flagrantly and substantially interfering with teaching or learning in the classroom, school activities, or extracurricular activities.

Distributing Alcoholic Beverages
Distributing, sharing, or passing around alcoholic beverages, including any beverage with alcohol content.

Distributing Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs
Distributing, sharing, or passing around illegal drugs, controlled substances, prescription or over-the-counter drugs, and/or drug paraphernalia including but not limited to pipes, handmade devices, electronic vapor devices or products containing an illegal drug.

Distributing Marijuana
Distributing, sharing, or passing around marijuana, including but not limited to medical, home-grown, street or store purchased marijuana, marijuana concentrates, any food item with marijuana in it, and/or drug paraphernalia including but not limited to pipes, handmade devices, and electronic vapor devices or products containing a marijuana substance.

Extortion, Blackmail, Coercion
Obtaining money, property or other consideration by violence or threat of violence, or forcing someone to do something against his or her will by force or threat of violence.

False Alarm
Activating a fire alarm or calling 911 for other than the intended purpose of the alarm.

False Reporting
Knowingly reporting and (maliciously) falsely reporting or falsely corroborating misbehavior of others that did not occur, including spreading a false rumor maliciously.

False Threats
Falsely reporting any type of bomb or person with a firearm in any school building or structure, on school grounds, on school-provided transportation, or at a school-sponsored function.

Fighting
Engaging in or provoking mutual physical contact involving anger or hostility, including deliberately arranging a fight or willingly participating in such an arranged fight that creates substantial risk of serious physical injury to the participants.

See, Disruptive Conduct for behavior with computers that is unintentional or otherwise does not rise to the level of Computer Trespass.

See, Toy Guns and Toy Weapons for toys that do not appear to be real weapons.
Firearms

Possessing a firearm on school property, school-provided transportation, areas of facilities being used exclusively as School District property, or at school-sponsored events or activities.

Any student who is determined to have carried a firearm onto, or to have possessed a firearm on, school district property, school-provided transportation, or areas or facilities while being used exclusively by public schools, shall be expelled from school for not less than one year, and law enforcement officials will be notified as required by RCW 28A.600.420 and RCW 9.41.280. Any student disciplined for this offense must be evaluated by the District’s Threat Assessment Team prior to placement in an alternative educational environment and prior to any review by the Superintendent. An alternate education environment will be determined for the student to continue his/her education.

Students suspended or expelled have the right to appeal the discipline to a hearing officer, and to appeal the hearing officer’s decision to the Discipline Appeals Council (DAC). If the discipline is upheld by the hearing officer and the DAC, students also have the right to appeal directly to the Superintendent at the end of the semester for a modification of the length of the suspension or expulsion. Such appeal to the Superintendent must include evidence that the student has satisfactorily participated in a behavior modification class or program, that the student maintained satisfactory behavior and attendance in their alternative educational environment, and that the student is making reasonable academic progress.

Fireworks, Explosives, Chemicals, and Incendiary Devices

Possessing or using fireworks, or an explosive, chemical, or incendiary device on school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.

Gambling

Playing cards, dice, or games of chance for money or other things of value.

Gang/Hate Group Activity

Belonging to an organized gang, hate group, or similar organization or group and knowingly engaging in gang/hate group activity on school grounds or during school activities or functions.

Graffiti

Writing, painting, drawing, scratching, or otherwise making any inscription, figure, or mark of any type on any District owned or staff or student property, unless the student has obtained the permission of a school official or staff person.

Hazing

Initiating or harassing another student through humiliating tasks, unsafe or illegal behaviors that cause, or are likely to cause, physical injury or endangerment. (See also Bullying, Intimidation, or Harassment.)

Inappropriate Language (previously Verbal Assault)

Using words that are hurtful, harmful, demeaning, offensive, or embarrassing, including words that are crude or vulgar, and name-calling.

---

11 Mandatory One-Year Expulsion, but will be imposed in a manner consistent with the Individuals with Disabilities Education Act ....” 20 U.S.C. § 7151(c).
12 See, Property Damage for graffiti causing more than $100 damage.
13 See, Bullying, Intimidation, and Harassment for less serious behaviors.
14 See, Assault for hazing behaviors that involve physical assault
15 See, Threats of Violence for credible, focused threats of violence.
Inappropriate Sexual Conduct
Engaging in inappropriate sexualized conduct that is not conducive to the learning environment of a school (See also Inappropriate Touching; Lewd Conduct; Sexual Assault; Sexual Harassment.)

Inappropriate Touching 16
Unwanted or inappropriate touching of another person’s body such that the person is uncomfortable by the behavior.

Interference with School Authorities
Interfering with the discharge of the official duties of district staff by:
• Using force or violence that is non-deliberate and not focused on the staff person, such as attempting to continue a fight when a staff person is trying to stop the fight and inadvertently striking that person;
• Disobeying the orders of school officials to leave school property or disperse as instructed; or
• Heckling or harassing school authorities engaged in any lawful task, function, process, or procedure of the school District such that it interferes with their ability to maintain order or complete their lawful duties. This includes, but is not limited to:
  o Persistent17 use of abusive or foul language directed at a School District employee;
  o Use of any electronic means (e.g., cameras, cell phone cameras, videos, or other recording devices) that foreseeably causes school staff to be embarrassed, denigrated, or demeaned; or
  o Hindering the investigation of an incident by school staff, including but not limited to any of the following: refusing to submit to a reasonable search or respond to reasonable questions, or deliberately lying about, or encouraging others to lie deliberately about, the facts of the incident.

Intimidation of School Authorities
Interfering, or attempting to interfere, with the discharge of the official duties of district personnel by using direct, deliberate, or focused threats, force, or violence, such that the staff person believes his or her safety or the well-being of his or her property is in danger.

Lewd Conduct 18
Engaging in inappropriate sexual or social behavior, such as sexual acts, either singly or consensually with another person, including, but not limited to, sexual intercourse, oral sex, sexual touching, indecent exposure, or voyeurism. (See also Inappropriate Sexual Conduct; Inappropriate Touching; Sexual Touching; Sexual Assault; Sexual Harassment.)

Malicious Harassment 19
Maliciously and intentionally committing one of the following acts because of a perception of that person’s race, color, religion, ancestry, national origin, gender, sexual orientation, gender identification, gender expression, or mental, physical, or sensory handicap:
• Causing physical injury to the victim or another person.
• Causing physical damage to or destruction of the property of the victim or another person.

16 See, Sexual Assault for more serious behavior or inappropriate touching.
17 See, Inappropriate Language for less than persistent use.
18 See, Sexual Assault, for behavior using force or physical harm. Also, see Sexual Misconduct for inappropriate sexualized behaviors.
19 See, Bullying, Intimidation, or Harassment when the harassment is not based on status or personal characteristics.
• Threatening a specific person or group of persons such that the persons, or members of the specific group of persons, are in reasonable fear of harm to themselves or their property, including their right to an education or their safety at school.

The District will respond to off-campus student speech that causes or threatens to cause a substantial disruption on campus or interference with the right of students to be secure and obtain their education. Substantial disruption includes, but is not limited to, significant interference with instruction, school operations or school activities, violent physical or verbal altercations between students, or a hostile environment that significantly interferes with a student’s education.

Violations of this offense must rise to the level of the state definition of Malicious Harassment.

Malicious Harassment may or may not be personal, but occurs primarily because the victim is a member of one of the groups identified above See, RCW 9A.36.080. (See also Bullying, Intimidation, or Harassment.)

Malicious Property Damage (Formerly Malicious Mischief)
Intentionally causing damage to any school property, staff, or student property, or school buses. Also, writing, painting, drawing, or otherwise marking graffiti on any school property, staff property, or school bus that is so extensive that the cost of removing it exceeds $100.20

Misrepresentation
• Forging a parent’s, guardian’s, or any other person’s signatures on any letter to the school, on any school document or form, or on any other document or form used by the school.
• Changing grades or attendance records on official District forms, including attendance reporting sheets and grade books, for any student without authorization of a school official.
• Providing a false name when asked to identify oneself to a school authority.
• Providing false information to school personnel, or impersonating another person verbally or in writing to provide false or misleading information, regarding a student’s attendance or absence from school, including, but not limited to, falsely excusing absences or authorizing a student to be excused early from class or school.

Misuse of Computers 21
Inappropriately using or tampering with school computers.

Other Exceptional Misconduct
Engaging in any other activity that would constitute a felony, gross misdemeanor, or misdemeanor under city, state, or federal law.

Plagiarism
Cheating, or copying the work of other persons, or turning in another person’s paper, project, computer program, etc., as your own.

Possessing or Using Alcoholic Beverages
Possessing, using, or being under the influence of alcohol, including any beverage with alcohol content.

20 See, School Board Policy No. 3520 Student Fees, Charges, Fines, Restitution, and Damage Deposits
21 See, Computer Trespass for computer-related misconduct.
Possessing or Using Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs
Possessing, using, or being under the influence of illegal drugs, controlled substances, prescription or over-the-counter drugs, and/or drug paraphernalia including but not limited to pipes, handmade devices, electronic vapor devices or products containing an illegal drug.

Possessing or Using Marijuana
Possessing, using, or being under the influence of marijuana, including but not limited to medical, home-grown, street or store purchased marijuana, marijuana concentrates, any food item with marijuana in it, and/or drug paraphernalia including but not limited to pipes, handmade devices, and electronic vapor devices or products containing a marijuana substance.

Possession of Stolen Property
Knowingly receiving, retaining, possessing, concealing, or disposing of stolen property.

Robbery
Taking another’s property by force or threat of force.

Rule-breaking  (Not an exclusionary response for K-5 students)
Breaking a specific, published school rule. This includes breaking school bus rules and violating a specific safety or behavior contract.

Selling Alcoholic Beverages
Selling, or intending to sell, alcoholic beverages, including any beverage with alcohol content.

Selling Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs
Selling, or intending to sell illegal drugs, controlled substances, prescription or over-the-counter drugs, and/or drug paraphernalia including but not limited to pipes, handmade devices, electronic vapor devices or products containing an illegal drug.

Selling Marijuana
Selling or intending to sell marijuana, including but not limited to medical, home-grown, street or store purchased marijuana, marijuana concentrates, any food item with marijuana in it, and/or drug paraphernalia including but not limited to pipes, handmade devices, and electronic vapor devices or products containing a marijuana substance.

Sexual Assault 22
Sexually assaulting or taking indecent liberties with another person. (See also inappropriate Sexual Conduct; Inappropriate Touching; Lewd Conduct; Sexual Harassment.)

Sexual Harassment
Subjecting another individual to unwelcome conduct of a sexual nature. The conduct can include, but is not limited to deliberately harassing another person for sexual reasons or in a sexualized manner with unwanted attention, touching, or verbal comments such that the targeted person is uncomfortable, intimidated, or threatened by the behavior. (See also Inappropriate Sexual Conduct; Inappropriate Touching; Lewd Conduct; Sexual Assault.)

22 See, Board Policy No. 3208 – Sexual Harassment, and Superintendent Procedure 3208SP.
Small Folding Knives
Carrying onto or possessing a small folding knife with a blade length of 2-1/2 inches or less and with a blade width 1/2-inch or less on school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.

Theft
Stealing School District property or the property of a staff member, student, or school visitor.

Threats of Violence
Communicating credible, focused threats of violence or harm to an individual or group of individuals, directly or indirectly by any means, which cause the other person to believe his or her life, safety, or property is in imminent danger, or which cause a listener to believe that another person’s life, safety, or property is in imminent danger. It is not necessary that the threat be communicated to the intended victim.

A student may be expelled for the first offense without regard to progressive discipline when there is good reason to believe that other forms of disciplinary responses or punishment would fail if employed.

Good reason to believe that other forms of disciplinary responses or punishment would fail if employed may include:
- Threatening to take another student or staff person’s life. Students and staff have the right to a safe and non-threatening atmosphere. Seattle Public Schools has no tolerance for threats of violence or harm to others. Before an expulsion may be used for threats of violence or harm, school leaders must request School Threat Assessment Team (STAT) services to determine whether the threat is lethal, direct and credible. The STAT will provide recommendations that school leaders are encouraged to follow.

Toy Guns and Toy Weapons
Possessing a toy gun or other toy weapon not appearing to be a real gun or weapon; or appearing to be a real gun or weapon, but not used or displayed with malice.

Toys Used as Weapons
Possessing and using with malice (in a threatening manner) objects that appear to be capable of causing bodily harm such that a person believes his or her safety is in danger, including toys that appear to be weapons regardless of size.

Trespass
Entering or remaining unlawfully in a school building or on any part of school grounds or school property for any purpose excluding theft of property.

Using or Possessing Tobacco Products
Using or possessing any tobacco products in or on public school property, on school sponsored transportation, or at school-sponsored activities.

---

23 See, Toy Guns and Toy Weapons for toys that do not appear to be real knives.
24 See, Appendix A for full STAT definition.
25 See, Burglary for trespass related to theft of property.
26 See, School Board Policy No. 4215 - Tobacco Free Environment, and Superintendent Procedure No. 4215SP.
Accomplice Activity

A student may be held responsible for the behavior of another student. A student may be considered an accomplice to an incident if the student: (1) solicits, commands, encourages, or requests others to engage in the incident, or (2) aids or agrees to aid others in planning or committing the incident. A student may encourage the conduct of another through verbal or nonverbal acts.27

A student is not an accomplice if he or she is the victim of the behavior, or he or she terminates their complicity prior to the commission of the behavior and gives timely warning to school officials that the conduct may occur.28

If a student engages in accomplice activity, the accomplice may be charged with the same behavior of the principal actor with a notation that the student committed the behavior as an accomplice.

Off Campus Behavior

Discipline may be imposed for an off-campus act of misconduct. If the behavior and circumstances are closely connected to the educational process. The following criteria should be considered to decide whether an act of misconduct is sufficiently connected to the educational process:

1. Location of the misconduct (proximity to school grounds or to a school activity);
2. Hour and date of the misconduct (during school hours, but off-campus; immediately before or after school hours; on district-sponsored transportation, directly before entering or after leaving district-sponsored transportation, or during school-sponsored activities);
3. Effect on other participants or victims to the misconduct (did the misconduct involve or affect other students or School District personnel);
4. Severity of the misconduct and its likely connection to student or School District personnel safety (e.g., fighting or other violent or destructive acts, the selling of a controlled substance, or possession of a weapon); and
5. Extent to which the off-campus activity affects the environment or safety of the school (e.g., students are afraid to come to school or afraid at school because of it; it is disruptive to the school atmosphere in that special precautions or actions need to be taken to protect students and staff; the arrangements for the activity were made on campus but conducted off campus, such as drug sales, a fight or assault, etc.; or there are likely repercussions such as students from other schools or non-students coming onto the campus to effect retribution.)

The District will respond to off-campus student speech that causes or threatens to cause a substantial disruption on campus or interference with the right of students to be secure and obtain their education. Substantial disruption includes, but is not limited to, significant interference with instruction, school operations or school activities, violent physical or verbal altercations between students, or a hostile environment that significantly interferes with a student’s education.

27 A student may be an accomplice merely by being present when another student is doing something wrong if they do not attempt to stop the aggressor from continuing the wrongful act or if their presence constitutes silent agreement of the act or is perceived as contributing to intimidation of the victim. For example, persons grouped around a victim while another student bullies or threatens the victim, even though they do not say anything or otherwise participate physically or verbally in the bullying or threatening behavior, could be considered accomplices because just by being there and not saying anything they are perceived by the victim as participating with and agreeing to the bullying or threatening behavior.

28 Students are not accomplices if they merely know about an action planned by another student even if they do not report what they know to an administrator.
Requirement to Provide Educational Services

School districts may not suspend the provision of educational services to a student as a disciplinary response.

While students may be excluded from classroom and other instructional or activity areas for a period of suspension or expulsion, districts must provide students with an opportunity to receive educational services during that time.

If educational services are provided in an alternative setting, the alternative setting should be comparable, equitable, and appropriate to the regular education services a student would have received without the exclusionary discipline.

Student Reengagement Meeting and Reengagement Plan

For students who are long term suspended or expelled, the purpose of the reengagement meeting is to develop a plan to reengage the student in a school program tailored to the student’s individual circumstances (RCW 28A 600.022). The goal of the re-engagement process is to support the student’s ability to be successful in school when they return to school following a period of exclusionary discipline.

The reengagement meeting must be held within three days of when the Notice of Disciplinary Action (NDA) is created and provided to parents/guardians/families.

Re-engagement meeting participants should take into account:

- The circumstances related to the student’s suspension or expulsion,
- The student’s prior academic and discipline history, and
- The severity of the disciplinary incident that led to the student’s exclusion.

The purpose of the re-engagement plan is to:

- Allow the family to provide meaningful input, and have the opportunity to participate in a culturally sensitive and culturally responsive reengagement plan;
- Discuss the services available to the student while excluded;
- Educational services must be offered
- Behavioral services must be discussed
- Define what the student is required to do before returning to school; and
- Identify supports that will be in place when the student returns to school.

While developing a re-engagement plan, school districts should consider:

1. Shortening the length of time that the student is suspended or expelled;
2. Exploring whether or not there are other forms of disciplinary response that could be more effective;
3. Determine how the plan may aid the student as they take the necessary steps to remedy the situation that led to the suspension or expulsion; and
4. Plan supports that result in academic success, and keep the student engaged and on track to graduate.
Reentry Program for High School Students
Discipline Case Management Services for Middle School Students

High School Students
A reentry program is provided for high school students who have been long-term suspended or expelled from school. For 2018-19, long-term suspended or expelled high school students will be referred to Interagency Academy’s reentry program. Students will attend an orientation at Interagency Academy and will then be assigned to one of several Interagency Academy sites for the remainder of their suspension. District practice at the high school level is to provide free access to behavior modification instruction to the extent possible when it is required for suspensions and expulsions. This generally is when the suspension or expulsion is for offenses that involve violence. This assignment will continue if there is a requirement for behavior modification and such instruction has not been completed by the end of the suspension.

Suspended high school students with a requirement to complete behavior modification may return to their suspending school when the behavior modification instruction is satisfactorily completed. Students whose disciplinary response did not include a behavior modification requirement may return to their suspending school when the suspension is over.

Expelled high school students cannot return to their expelling school. If a student is also long term suspended a referral will be made to Interagency Academy. Expelled students who do not have a long term suspension as part of the disciplinary response must be reassigned to another school within ten (10) school days of the expulsion.

Middle School Students
Middle school students who are eligible for behavior modification, based on the referring behaviors of concern (please see SPS Discipline Matrix for 2018-2019 school year for eligibility), may be short term suspended and the school leader may request Discipline Case Management services through the Discipline Office. If the school chooses to impose a long-term suspension, then Discipline Case Management Services will not be provided. The goal of Discipline Case Management Services is to minimize lost instructional time for all students while increasing student success (both academically and behaviorally) by providing long term support (a semester or more) to schools, families, and students in response to significant behaviors.

Discipline Case Management services will include a comprehensive behavior and social skill assessment conducted with the student and the family; interviews with school staff; referrals to community based organizations if needed; securing of Releases of Information (ROIs); coordination with community based providers; the development of a school success reentry plan based on the story and strengths of the student and projected needs when they return; and scheduling of a reentry meeting.

Discipline Case Management Services will also include ongoing weekly and/or biweekly communication with school staff, families, community-based providers, and the student. If the comprehensive assessment indicate a need for direct instruction in skill building, Discipline Case Management Services may also include time limited skill building instruction. Discipline Case Management Services will continue until stability is regained and a transition back to school level case management occurs.
Elementary School Students
Elementary school students may not be long-term suspended from their school. Therefore, there is not a reentry program for elementary students.

Expelled elementary school students are reassigned to another elementary school as quickly as possible (not to exceed ten (10) days) after the expulsion to minimize lost instructional time.

Students with Disabilities
Prior to being referred to Interagency Academy (high school) or Discipline Case Management Services (middle school), a Manifestation Determination Team (MDT) meeting must occur.

Adoption of Rules by Seattle School Board
The Seattle School Board adopted these rules in June 2018. The Seattle School District follows the substantive and procedural due process rights guaranteed by the Office of Superintendent of Public Instruction under RCW 28A.600.015. See, WAC 392.400. A copy of the regulations may be requested by contacting the Discipline Appeals Office at 206-252-0820 or downloading the regulation at:


School Rules
In addition to the above District rules, each school may adopt and distribute to each student rules that will govern a student’s behavior in a particular school. When a student does not follow these school rules, he or she may be disciplined.

Due Process Rights of Students
(Discipline Appeal Rights)

Seattle Public Schools believes that due process means that students must be treated fairly and with regard for their rights under the law. This means that any disciplinary action of a student who has violated rules must be administered fairly and for good and just cause. Students have the right to tell their side of the story and receive a fair consequence for their behavior. School officials will take disciplinary action only after a thorough examination of the facts, and the facts must always be reasonably related to the nature and circumstances of the violation. Students have the right to appeal a disciplinary response they feel is unjust or unjustly administered.

Seattle Public Schools has adopted and implemented the due process rules found in WAC 392-400. These rules outline the substantive and procedural due process rights of students who are involved in programs or activities within Seattle Public Schools. Additionally, Seattle Public Schools has adopted rules that guarantee the minimum due process standards and protections. Other rules that govern student conduct include WAC 392-145 (school buses).
Short-Term Suspensions

Principals, assistant principals, and their designees may short-term suspend a student for engaging in behavior defined in the Student Behavior section of the Student Rights & Responsibilities. Before principals, assistant principals, and their designees may short-term suspend a student they must follow certain general rules, which are listed below:

1. Principals, assistant principals, and their designees must make a decision to suspend a student by considering mitigating and aggravating factors. Principals, assistant principals, and their designees must reasonably believe a short-term suspension will provide an explicit benefit to the student and the school, and that other classroom and school based responses have been exhausted.

2. In grades Pre-school through Grade 4, principals, assistant principals, and their designees may not short-term suspend a student for more than ten (10) consecutive or cumulative school days during a single semester or trimester, depending on the school.

3. In grade five or above, principals, assistant principals, and their designees may not short-term suspend a student for more than fifteen (15) consecutive or cumulative school days during any semester or ten (10) consecutive or cumulative school days during any trimester, depending on the school.
   a. No loss of grades or credit may be imposed because of a short-term suspension.

4. Any student who has been short-term suspended may request a lesser disciplinary response, including being allowed to return to school immediately. This request is made to the school principal either verbally or in writing, and is considered a Step 1 grievance.

5. Mediation: If the disciplinary response is mediated at this time the student and/or parent/guardian/family agree that by signing the mediation agreement all factual and legal issues related to a particular discipline are final and fully resolved, and that the student and parent/guardian/family will file no further appeals related to this discipline incident. If mediation is not agreed to by either party, the grievance meeting moves forward and the school leader makes a decision.

6. A short-term suspension starts immediately, regardless whether the parent or student appeals the disciplinary response.

Notice to Student and Parents/Guardians/Families of Short-term Suspensions

A student is entitled to a conference before he or she is short-term suspended. During the conference, the student must be given orally or in writing:

1. An explanation of the alleged behavior and identifies the school rule that the student allegedly violated;
2. A review of the evidence that supports the allegations;
3. An explanation of the disciplinary response that will occur; and
4. An opportunity to explain themselves.

Notwithstanding this entitlement to have a conference prior to being short-term suspended, a student may be short-term suspended without a conference if he or she refuses to participate.
in, or has made themselves unavailable for, a conference.

A **parent/guardian/family** is entitled to verbal and written notice within twenty-four (24) hours of the proposed disciplinary response in the language spoken by the parent/guardian/family. A written notice is called a Notice of Disciplinary Action (NDA). Translations of the NDA are available. The NDA should include:

1. The reason for the suspension and the length of the suspension.
2. Conditions relating to the suspension, such as a requirement for completion of a particular activity (e.g., parent/guardian/family conference, drug/alcohol assessment, or behavior modification requirement, etc.)
3. Their appeal rights and the process for making an appeal.

Within twenty-four (24) hours of the disciplinary decision, all short-term suspensions and the reasons for the suspensions must be entered into PowerSchool and made available for access by the Discipline Appeals Office.

**Grievance (Appeal) Procedure: Short-Term Suspensions or Other School-based Disciplinary Responses**

An appeal of a short-term suspension is called a “grievance”. Seattle Public Schools has adopted and implemented the grievance procedure found in WAC 392-400-240. This grievance procedure gives the appealing party an opportunity to dispute a school-based disciplinary response and/or a short-term suspension. During a grievance hearing, the appealing party requests that the principal change a disciplinary response because they believe a rule was unfairly applied to his or her child or there was something wrong with the way the child was disciplined.

The short-term suspension starts immediately and may not be held in abeyance unless the principal agrees to hear the grievance prior to imposing the short-term suspension. This grievance procedure is not designed for situations involving claims of staff misconduct. If a parent/guardian/family agrees that his/her child was disciplined appropriately, but is concerned that the manner in which the administrator behaved was not appropriate, the complainant may contact the Executive Director for the school.

Any student, parent, or guardian may appeal the discipline of the student. There are three steps for appealing discipline at this level, called a grievance.

1. Parents and/or guardians appealing a discipline sanction have the right to request an informal grievance conference with the building principal or designee **within three business days** of learning of the discipline sanction. The school official who disciplined the student will be told that the discipline is being appealed. During the informal conference, the principal or designee may question the person appealing, and the person who is appealing may question school staff who were involved in the incident that resulted in discipline. The principal or designee will decide whether the discipline sanction should stand.

2. If the person appealing is dissatisfied with the decision at Step One, he or she may present a written or oral request to the Seattle Public Schools’ Disciplinary Appeals Office. This grievance must be received within three (3) school business days of receiving the decision at Step One. A hearing officer will be assigned by the Disciplinary Appeals Office to hear the Step Two grievance. The hearing officer will issue a finding within five (5) school business days.

3. If the person appealing is still dissatisfied with the decision at Step Two, he or she may
present a written or oral request for an appeal hearing to the Disciplinary Appeals Council (DAC). This written or oral request must be received within three (3) school business days after receiving the decision from Step Two. The written request is sent to:

Student Discipline Appeals Office
Mail Stop 31-177
PO Box 34165
Seattle, WA 98124-1165.

The DAC will usually schedule this hearing within ten (10) school business days of receiving the written request. After the hearing, the DAC will make its decision and notify the family by a written decision mailed within ten (10) school business days after the hearing.

A student receiving a short-term suspension must begin his or her suspension immediately. The short-term suspension continues even if the suspended student or parent/guardian/family appeals unless the principal waives this requirement. The principal has the discretion to continue or not continue the short-term suspension pending any appeal and the appealing party may not appeal this decision.

Long-Term Suspensions or Expulsions from School

Principals, assistant principals, and their designees may long-term suspend or expel a student for engaging in behavior defined in the Student Behavior section of the Student Rights & Responsibilities. Before principals, assistant principals, and their designees may long-term suspend or expel a student they must follow certain general rules, which are listed below:

1. Principals, assistant principals, and their designees may make a decision to suspend or expel a student by considering mitigating and aggravating factors. Principals, assistant principals, and their designee must reasonably believe a long-term suspension or expulsion will provide an explicit benefit to the student and the school, and that other classroom and school-based options have been exhausted.
2. Principals, assistant principals, and their designees may not long-term suspend or expel a student unless they have used progressive discipline.
3. Mediation: If the disciplinary response is mediated at this time the student and/or parent/guardian agree that by signing the mediation agreement all factual and legal issues related to a particular disciplinary action is final and fully resolved, and that the student and parent/guardian/family will file no further appeals related to this discipline incident. If mediation is not agreed to by either party, the long-term suspension moves forward as follows.
4. A long-term suspension or expulsion starts on the fourth (4th) school day after the day of the incident to ensure that parents/guardians are aware of the proposed disciplinary response and to provide them time to appeal the suspension if they wish. Students have a right to attend school while an appeal is in process.
5. An emergency expulsion, starts on the day of the incident and may be as long as ten (10) school days. Emergency expulsions are allowed when the school believes that the student’s presence in the school constitutes an immediate and ongoing danger to the student, other students or staff, or the educational process of the school.
6. A long-term suspension is from 11 days to 90 days (the length of an academic term). The student will return to the suspending school at the end of a
long-term suspension.
7. An expulsion from a specific school is permanent and the student may not return to that specific school. There are other schools and educational programs within Seattle Public Schools that are available to a student who has been expelled from a specific high school, including a reentry program at Interagency Academy. With the exception of expulsion from the District for possession of a firearm, the time a student may be compelled to be unassigned to any school or educational program due to an expulsion from a specific school is limited to ten (10) school days.
8. So that discipline is applied equitably, Seattle Public Schools has published a matrix with a range of disciplinary responses for schools to use in determining when a student may be long-term suspended or expelled.
9. The Seattle School Board has directed that no student be suspended or expelled for non-attendance.
10. In pre-kindergarten through grade five, principals, assistant principals, and their designees may not long-term suspend students, but they may expel students in pre-kindergarten through grade five.
11. In grade six and above, principals, assistant principals, and their designees may long-term or expel students, but those students are entitled to educational services for the duration of the disciplinary response.
12. Students and parents must be notified of the student’s right to continue an educational program in the high school reentry program at Interagency Academy, and how to access the program.
13. Students have a right to a reengagement meeting under RCW 28A.600.022, to be scheduled within 20 days of the student’s long-term suspension. Seattle Public Schools requires that a reengagement meeting be held within three (3) days of when the Notice of Disciplinary Action (NDA) is created and provided to families. The reengagement meeting will be scheduled with the parent/guardian/family and the notice of the meeting date will be included on the NDA letter.

Exception to progressive discipline rule
Seattle Public Schools may expel for the first offense without regard to progressive discipline when aggravating factors warrant this disciplinary response.

Notice to parents/guardians of long-term suspension or expulsion
Before a student may be long-term suspended or expelled, the student and his/her parent(s) or guardian(s) must receive a written Notice of Disciplinary Action (NDA) that includes information about their right to appeal the long-term suspension or expulsion and the opportunity for a hearing. This notice must be either delivered in person or by certified mail.

1. The written notice will be in the language the parent/guardian/family and student speak and understand, to the extent feasible,
2. The written or verbal notice will explain the alleged misconduct and the Student Behavior(s) alleged to have been violated,
3. The written notice will identify the disciplinary response being proposed,
4. The written notice will explain the rights of the student and/or his/her parent(s) or guardian(s) or family to a hearing to appeal the allegation(s), and
5. The written notice will explain how to appeal the allegations and the timeline by which the request for a hearing must be received.

Parents/guardians/family have certain decisions to make after their child has been long-term suspended or expelled. The first decision is whether to appeal the suspension or expulsion from school. This decision should be made as soon as possible because there is a three (3)-day deadline for requesting an appeal, starting from the day parents/guardians/families have
been notified in writing that their child has been long-term suspended or expelled. Parents/guardians of high school students who decide not to appeal should contact Interagency Academy to arrange for an assignment to an appropriate reentry program through Enrollment Services. All students are entitled to educational services for the duration of the disciplinary response.

Expelled students should immediately go to Enrollment Services to arrange for assignment to an appropriate educational program because they may not return to the same school unless they are successful with a petition to the school leader to be readmitted.

Once the student has completed the terms of a long-term suspension, including verification that they have completed any program they are required to participate in as part of the disciplinary action, the student will be automatically readmitted to the school that issued the long-term suspension. A student who has been expelled from a school may not be reassigned to that school unless they petition for re-admittance and are approved by the school leader to return.

Special rule for re-admittance to same school following an expulsion
Normally, expulsion from a school means that the student may not attend that school again. However, parents/guardians/families and students may petition in writing for a student to return to the same school. The written petition must be addressed and sent to the principal of the school that expelled the student. The student or parent/guardian/family must set out the reasons why the student should be readmitted to the school. The decision whether to re-admit an expelled student is at the discretion of the school principal. The principal's decision may not be appealed.

Appeal Process for Long-Term Suspension and Expulsion
When a student has been long-term suspended or expelled a parent/guardian/family or the student may appeal the long-term suspension or expulsion to the Superintendent. In Seattle Public Schools, the Superintendent has designated that hearing officers will hear appeals as the designee of the Superintendent. Hearing officers are community members who have been trained in state law and school District policy and understand due process rules. Hearing officers may mediate, modify, reverse or affirm the disciplinary response. The following process is used:

A. Timeline of the Appeal Process
1. The appealing party must request an appeal hearing from the Discipline Appeals Office within three (3) school business days after they receive written notice of the disciplinary response or discipline being proposed. The request for an appeal hearing may be either written or oral, including being made by telephone. The Discipline Appeals Office telephone number is 206-252-0820.
2. If the request for an appeal is not received within three (3) school business days after receiving written notice of the disciplinary response or discipline being proposed, the school will impose the proposed long-term suspension or expulsion, and the parent/guardian/family or student will not have any further opportunity to appeal the matter.
3. If the request for a hearing is received within the three-day (3) time limit, the Discipline Appeals Office will schedule a hearing to be held within three (3) school business days from the day the appeal was received.

B. Parent/guardian/family and student rights
Parents/guardians and students have certain due process rights before, during, and after their requested hearing. These rights have been approved by our state legislature and are found in
WAC 392-400. These rights include but are not limited to the following:

1. The appealing party has the right to inspect before the hearing any written or physical evidence that the school may be presenting at the hearing, including witness statements. Student names may be removed to protect confidentiality.

2. The appealing party has the right to be represented by an attorney at private, not public, expense. Seattle Public Schools will have its attorney present if the appealing party has an attorney, so the Discipline Office must be notified as soon as possible if the student is represented.

3. The appealing party has the right to question witnesses at the hearing. This right may be limited when Seattle Public Schools has made a reasonable effort to produce a witness and is unable to do so, or when it is not advisable for the student to appear due to an expectation and fear on the part of the administrator that the student might be retaliated against if she or he appears as a witness.

4. The appealing party has the right to present his or her explanation of the alleged misconduct.

5. The appealing party may request that witnesses who saw or have knowledge of the incident in question be allowed to speak at the hearing, including other students, and

6. The appealing party may present any written or physical evidence that supports the student’s case.

C. School’s rights before the hearing

The school leader or other person presenting the school’s case has the right to inspect in advance of the hearing any written or physical evidence that the parent(s) or guardian(s) may be presenting at the hearing. Students and parents/guardians/families must provide sufficient copies for the school leader of any written documentation to be provided to the hearing officer.

D. At the Hearing

1. The participants at the hearing will be limited to those with a relevant interest in the matter at hand, typically the school leader, the student and their parent/guardian/family and witnesses to the incident. If the student is represented by an attorney, a District attorney also will be present to advise the school leader. Other family members or friends should not expect to attend, although the parent may have a support person present so long as that person is not also a witness. The hearing officer has the authority to determine who may be present.

2. A sign-in sheet will be provided and all persons present must sign in.

3. All persons present at a hearing must maintain respectful behavior. Expectations include refraining from shouting, name-calling, cursing, badgering of witnesses, or other bullying, intimidating or disruptive behavior. The hearing officer may end the hearing should these behaviors be present. The hearing officer will then determine whether to reschedule the hearing for another day or make a decision based on information already presented up to that point in the hearing.

4. If the school leader, student and parent/guardian/family agree to mediate the disciplinary response, a mediation agreement stating all particulars of the changes to be made is prepared and signed. The student and parent/guardian/family agree that by signing the mediation agreement all factual and legal issues related to a particular disciplinary response is final and fully resolved, and the student and parent/guardian/family will file no further appeal related to this discipline incident. If either party decides that attempting to mediate is not appropriate for whatever reason, the hearing goes forward.

5. Witnesses may not be allowed to be present in the hearing room except at the time
they are providing testimony. When they have completed testimony, they may be asked to leave the room.

6. Only the evidence presented at the hearing will be used by the hearing officer to make a decision. No information may be provided to the hearing officer outside of the hearing.

7. The hearing officer will make a decision based on the following due process criteria:
   a. Preponderance of the evidence: Did the alleged behavior occur?
   b. Student Behavior discipline: Did the school have the right to discipline the student in the manner chosen, based on the District and school rules?
   c. Are there mitigating or aggravating factors recognized by the District that the school should have taken into account in deciding whether to discipline the behavior or in choosing the disciplinary response?

8. The hearing officer is neutral. He or she may not be a witness to the incident that resulted in discipline or testify in the hearing.

9. The hearing will be audio recorded.

10. The hearing officer may mediate, modify, reverse, or affirm the disciplinary response. The hearing officer will provide a written decision, which will be sent to the parent/guardian/family by certified mail from the Discipline Appeals Office within five (5) school business days of the hearing date. Translation of the hearing decision into the home language of the family will be provided, at District expense.

Emergency Expulsions

Emergency removal from a class, subject, or activity
A student may be immediately removed from a class or subject or activity by a staff person and sent to the principal, assistant principal, or their designee, provided that there is sufficient reason to believe that the student’s presence poses an immediate and continuing danger to students, or school personnel or an immediate and continuing threat of substantial disruption of the educational process of the student’s school. This disciplinary response assures safety and/or order for students, staff, and the school environment. The student’s removal will continue only until: (a) the danger or threat is no longer present, or (b) the principal, assistant principal, or their designee acts to convert to another form of disciplinary response. The emergency expulsion may not run concurrently with another disciplinary response.

Emergency Expulsion
A principal, assistant principal, or their designee may emergency expel a student immediately, provided that there is sufficient reason to believe that the student’s presence is dangerous and/or it would cause substantial disruption within the school to have the student present in classes, for activities and/or at other related school events. Emergency expulsions may last no longer than ten (10) school days. Emergency expulsions shall continue through the specified end date unless rescinded by the principal, assistant principal, or their designee or modified at an appeal hearing.

The principal, assistant principal or their designee will meet with the student no later than the next school day following the student’s removal and initiate appropriate disciplinary response. The person responsible for removing the student will be notified of the disciplinary response taken before the student returns to the classroom or activity.

Notice to parent/guardian/family of an Emergency Expulsion
Parents/guardians/families will be orally notified of an emergency expulsion and their hearing rights as soon as possible, but no later than twenty-four (24) hours. In addition, the Notice of
Disciplinary Action (NDA) must be either delivered in person or by certified mail within twenty-four (24) hours.

1. The written notice will be in the language the parent/guardian/family and student speak and understand, to the extent feasible,
2. The written notice will explain the alleged misconduct and the Student Behavior(s) alleged to have been violated,
3. The written notice will identify the disciplinary response being proposed,
4. The written notice will explain the rights of the student and/or his/her parent(s) or guardian(s) to a hearing to appeal the allegation(s), and
5. The written notice will explain how to appeal the allegations and the timeline by which the request for a hearing must be received.

Appeal procedure for an emergency expulsion

If the emergency expulsion is the only disciplinary response on the written notice, student(s) and/or parent(s) or guardian(s) have up to ten (10) business days after receiving notice of the emergency expulsion to request an appeal hearing from the Discipline Appeals Office, 206-252-0820. According to Seattle Public Schools policy, the request for an appeal may be written (including by e-mail) or made by telephone.

A. Timeline of the Appeal Process

1. The appealing party must request an appeal hearing from the Discipline Appeals Office within ten (10) school business days after they receive notice of the disciplinary response or discipline being proposed.
2. If the appeal is not received within ten (10) school business days, the emergency expulsion will continue and the student and parent(s) or guardians(s) will not have further opportunity to appeal the matter. The request for an appeal hearing may be either written or oral, including being made by telephone.
   The Discipline Appeals Office telephone number is 206-252-0820.
3. When the request for a hearing is received within the ten (10) day time limit, the Discipline Appeals Office will schedule a hearing to be held within three (3) school business days from the day the appeal was received.

B. Parent/guardian/family and student rights

Parents/guardians/families and students have certain due process rights before, during, and after their requested hearing. These rights have been approved by our state legislature and are found in WAC 392-400. Rights include but are not limited to the following:

1. The appealing party has the right to inspect before the hearing any written or physical evidence that the school may be presenting at the hearing, including witness statements. Student names may be covered. Given the short time line for an appeal hearing, copies of written statements may not be available until twenty-four (24) hours before the hearing.
2. The appealing party has the right to be represented by an attorney at private, not public, expense. If an attorney represents the student at the hearing, Seattle Public Schools will have its attorney present, so it is necessary to notify the Discipline Appeals Office as soon as possible if the student becomes represented.
3. The appealing party has the right to question witnesses. This right may be limited when Seattle Public Schools has made a reasonable effort to produce a witness and is unable to do so, or when it is not advisable for the student to appear due to an expectation and fear on the part of the school administrator that the student might be retaliated against if she or he appears as a witness.
4. The appealing party has the right to present his or her explanation of the alleged misconduct.
5. The appealing party may request that witnesses who saw or have knowledge of the
incident in question be allowed to speak at the hearing.
6. The appealing party may present any written or physical evidence that supports their case.

C. **School’s rights before the hearing**
The school leader or other person presenting the school’s case has the right to inspect in advance of the hearing any written or physical evidence that the parent(s) or guardian(s) may be presenting at the hearing. Students and parents/guardians/families must provide sufficient copies for the school administrator of any written documentation to be provided to the hearing officer.

D. **At the Hearing**
1. The participants at the hearing will be limited to those with a relevant interest in the matter at hand, typically the school leader, the student and his/her parent or guardian or family, and witnesses to the incident. If the student is represented by an attorney, a District attorney also will be present to advise the school leader. Other family members or friends should not expect to attend, although the parent may have a support person present so long as that person is not also a witness.
   The hearing officer has the authority to determine who may be present.
2. A sign-in sheet will be provided and all persons present must sign in.
3. All persons present at a hearing must maintain respectful behavior. Expectations include refraining from shouting, name-calling, cursing, badgering of witnesses, or other bullying, intimidating or disruptive behavior. The hearing officer may end the hearing should these behaviors be present. The hearing officer will then determine whether to reschedule the hearing for another day or make a decision based on information already presented up to that point in the hearing.
4. If the school leader, student and parent/guardian/family agree to mediate the disciplinary response, a mediation agreement stating all particulars of the changes to be made is prepared and signed. The student and parent/guardian agree that by signing the mediation agreement all factual and legal issues related to a particular disciplinary response is final and fully resolved, and that the student and parent/guardian/family will file no further appeal related to this discipline incident. If either party decides that attempting to mediate is not appropriate for whatever reason, the hearing goes forward.
5. Witnesses may not be allowed to be present in the hearing room except at the time they are providing testimony. When they have completed testimony, they may be asked to leave the room.
6. Only the evidence presented at the hearing will be used by the hearing officer to make a decision. No information may be provided to the hearing officer outside of the hearing.
7. The hearing officer will make a decision based on the following due process criteria:
   a. Preponderance of the evidence: Did the alleged behavior occur?
   b. Student Behavior discipline: Did the school have the right to discipline the student in the manner chosen, based on the and school rules?
   c. Are there mitigating or aggravating factors recognized by the District that the school should have taken into account in deciding whether to discipline the behavior or in choosing the disciplinary response?
8. The hearing officer is neutral. He or she may not be a witness to the incident that resulted in discipline or testify in the hearing.
9. The hearing will be audio recorded.
10. The hearing officer may mediate, modify, reverse, or affirm the disciplinary response. The hearing officer will provide a written decision, which will be sent to the parent or guardian by certified mail within a week of the hearing date. Translation of the hearing decision into the home language of the family will be provided, at District expense.

11. When the emergency expulsion is the only action, a decision will be given within one (1) school business day after the hearing and the student or parent(s)/guardian(s) will be notified by U.S. certified mail within one (1) calendar week.

E. Length of Emergency expulsions
A student’s emergency expulsion must end or be converted to another form of disciplinary response within ten (10) school days from the date of expulsion.

Appeal to the School Board

Parents/guardians/families have a right to request a review of a hearing officer’s decision if the Hearing Officer upholds or modifies the school’s disciplinary response for a suspension, expulsion, or emergency expulsion, and the parent/guardian is dissatisfied with the decision of the Hearing Officer. The Seattle School Board has delegated its authority to hear and decide long-term suspension and expulsion appeals (reviews) to the Disciplinary Appeals Council (DAC). The DAC is appointed by the School Board, and consists of at least three persons who serve fixed terms.

Parents/guardians/families must provide an oral or written request to the Student Discipline Appeals Office within three (3) school business days after receiving the decision of the hearing officer, requesting that the DAC review the hearing officer’s decision. This request should include information about the basis of the appeal (explaining why they wish to have the hearing officer’s decision reviewed) and information about what responses they wish the DAC to take in the matter. Parents/Guardians/Families should contact the Discipline Appeals Office at 206-252-082 or Mail Stop 31-177, PO Box 34165, Seattle, WA 98124-1165.

It is important to understand that the DAC will conduct a review and hear arguments at the hearing based upon the existing record (i.e., the hearing officer’s decision). The DAC will not hold a new (de novo) hearing. Therefore, witness testimony is discretionary.

If the appealing party does not request a review of the hearing officer’s decision, the long-term suspension or expulsion will be imposed on the calendar day following the expiration of the three-day appeal time frame.

Appealing parties must request a review within three (3) business days. However, a student’s long-term suspension or expulsion may be imposed during the appeal period under the following conditions:
1. A long-term suspension or expulsion may be imposed while the decision is appealed for no more than ten (10) consecutive school days or until the appeal is decided, whichever is shorter;
2. Any days that the student is suspended or expelled before the appeal is decided will be applied to the student’s suspension or expulsion and will not extend the term of the suspension or expulsion;

29 Board Policy No. 3201
3. A student who is subjected to a suspension or expulsion and who returns to school before the appeal is decided will be given the opportunity, when he or she returns, to make up assignments and tests missed.

Disciplinary Appeals Council Procedures
The Seattle School Board has chosen to delegate all appeals at the School Board level to the Disciplinary Appeals Council (DAC). If the student or his or her parent/guardian/family requests, orally or in writing, an appeal with the Discipline Appeals Office within the required three (3) school business days, the DAC will schedule and hold a meeting to review the matter within ten (10) school business days after receiving the notice.

The purpose of the meeting is to meet with the student and/or his or her parent/guardian/family and a representative of the school to review the decision of the hearing officer and determine whether there is additional information that should have been considered that would change the hearing officer’s decision. Students with section 504 accommodation plans or those receiving Special Education or English Language Learner services have the right to have a person knowledgeable about their accommodations, disability and/or language/culture present to advise the DAC.

1. Prior to the meeting, members of the DAC will review the written decision of the hearing officer.

2. At the meeting with the DAC, the student or his or her parent/guardian/family (or legal counsel) has the right to be heard and provide additional information that he or she believes is pertinent to the situation. Similarly, the representative from the school also has the right to provide additional information to support the decision to discipline the student. The person knowledgeable about the student’s disability or language/cultural issues will also provide information as it applies to their discipline to the DAC.

3. The DAC may affirm, reverse, or modify the imposition of discipline, suspension, or expulsion upon a student. The DAC will send a written decision to the parent or guardian and student within ten (10) business days of the date of the hearing. The decision will be made only by those DAC members who have heard or read the evidence, who have not acted as a witness in the matter, and only at a meeting at which a quorum of the DAC is present, and by a majority vote.

4. An appeal from the decision of the Disciplinary Appeals Council is to Superior Court. Whether or not the suspension or expulsion should be imposed while the student or his or her parent/guardian/family is appealing to the courts will be a decision of the DAC, unless a court orders otherwise. The DAC does not need to give any reason for denying a request to waive the suspension or expulsion pending an appeal to the courts.

Discipline of Special Education Students
The discipline of special education students is generally subject to the same rules under the Seattle Public Schools’ Student Rights & Responsibilities as applied to nondisabled students with the modifications required by the federal Individuals with Disabilities in Education Act (IDEA) listed below.

Short-term suspensions and emergency removals
The general procedures relating to school-based disciplinary responses, short-term suspension, and emergency removal apply to special education students when the response proposed or
taken does not result in a change of placement (i.e., the loss of ten (10) or more consecutive school days or a pattern of exclusion from school) for a special education student, or is not governed by a behavior intervention plan (BIP). If a BIP exists, the responses in the plan should have been implemented before resorting to a short-term suspension or emergency expulsion.

**Suspension/Expulsion**

When considering disciplining a special education student with a suspension or expulsion, which may constitute a change of placement (i.e., the loss of ten (10) or more consecutive school days or a pattern of exclusion from school), the following procedures must be observed:

- Determine whether the suspension or expulsion will result in a change of placement (i.e., the loss of ten (10) or more consecutive school days or a pattern of exclusion from school). If there is no change in placement, the sanction may be imposed. If there is a change in placement, the school must convene a Manifestation Determination Team (MDT), meeting.
- Notify the parent/guardian/family of the need to conduct a MDT meeting and the procedural safeguards given by law, including the right to contest the disciplinary response in an administrative due process hearing.
- A MDT meeting must be held within 10 days of the change in placement. Participants must include parents/guardians/families, the student’s special and regular education teachers, a School District representative knowledgeable about the student’s disability, and the student, when appropriate. This meeting must be fully documented. The purpose of the meeting is to determine whether the student’s conduct resulting in discipline is a manifestation of (caused by or a result of) the student’s disability or whether the student’s conduct is a result of a failure to implement the student’s Individualized Education Plan (IEP) (including a behavior intervention plan (BIP)).
- The suspension or expulsion may be imposed if the MDT determines that the conduct was not caused by or a result of the student’s disability, or not the result of a failure to implement the student’s IEP (including a BIP).
- The discipline may not be imposed if the MDT determines the conduct was a manifestation of the student’s disability or a failure to implement the student’s IEP (including a BIP). Instead, the meeting should be used to consider what changes in the student’s IEP, BIP, and/or Special Education placement are appropriate to address the student’s behavior.

**Interim Alternative Educational Setting (IAES)**

School personnel may remove an eligible student to an interim alternative educational setting (IAES) determined by the student’s IEP team, regardless of whether the student’s behavior was a manifestation of his or her disability for up to 45 school days if he or she:

1. Carries a weapon to school or has a weapon at school, on school premises, or at a school function under the authority of a school district;
2. Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a school district; or,
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of a school district.

**Obligations to students to provide educational services**

From the time the parents/guardians/families initiate a due process hearing through the appeal process, Seattle Public Schools is required to continue providing educational services. Seattle Public Schools is also required to provide services to students who have been long-term suspended or expelled because their behavior is not related to their disability, and to students
on short-term suspension who have been suspended for more than ten (10) cumulative days in the school year. The principal of the school proposing the disciplinary sanction may instruct the appropriate teacher(s) to assign and monitor homework.

Even where a disciplinary response is imposed, including suspension and expulsion, the special education student must continue to receive the special education and related services required to receive a free and appropriate public education (FAPE).

**Behavior Intervention Plans**
A behavioral intervention plan (BIP) is a requisite component for the IEP of a child whose behavior impedes his/her learning or that of others. The plan should contain appropriate strategies, including positive behavioral supports and interventions, to address the behavior. When a special education student has a BIP addressing conduct subject to discipline, the plan governs and prescribes the necessary response for that conduct. Conduct not addressed in the behavior plan should be disciplined with attention to the special considerations that apply to special education students as addressed above.

**Notice to Students and Parents Required by Federal Drug-Free Schools and Communities Act of 1989**
Seattle Public Schools prohibits the unlawful possession, use, or distribution of drugs and alcohol by students on school property, on school-sponsored transportation, or as part of school activities. Compliance with this rule is mandatory; students who disregard the prohibition may be suspended or expelled. Seattle Public Schools offers or can assist in arranging access to drug and alcohol education, counseling, and recovery support. For further information, contact your school leader or counselor.

**Appendix A**
**Definitions**

The following are key definitions used in various parts of this document.

**Appealing Party:** A parent, guardian, family, or student who is using the appeals procedures found in WAC 392-400 to dispute a disciplinary response that has been assigned to a student.

**Change of placement:** The removal of a special education student from their current educational placement for more than ten (10) consecutive school days; or a series of removals that constitute a pattern of exclusion because the removals cumulate to more than ten (10) school days in a school year. A pattern of exclusion is determined on a case-by-case basis.

**Discipline:** For the purpose of this document, all forms of disciplinary responses, whether school based or resulting in suspension or expulsion from school.

**Emergency Expulsion:** Immediate removal of a student from school for misbehavior on the basis that an administrator has good and sufficient reason to believe that the student’s presence is a danger to himself/herself or others, or an immediate or continuing threat of substantial disruption to the educational process of the school.

**Expulsion:** An expulsion is the formal exclusion for misbehavior of a student from ever returning to the specific school in Seattle Public Schools that he or she is attending. If the expulsion is from Seattle Public Schools, the student may not return to any school or program in Seattle Public Schools for a period of up to one calendar year.
In-school Suspension: This is a state reportable action that the school uses as disciplinary response to remove a student from instruction or school activities. This response requires a Notice of Disciplinary Action.

Interim alternative educational settings (IAES): In cases that involve weapons as defined by state and federal law, controlled substances, or serious bodily injury, school personnel may order a change in placement of a special education student to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days. The interim alternative educational setting is selected by the student’s IEP team so as to enable the student to continue to progress in the general curriculum while in another setting, and to continue to receive services and modifications described in the student’s current IEP that will enable the student to meet the goals set out in the IEP.

Long-term suspension: A suspension that is anywhere from eleven (11) days to ninety (90) days. A student is entitled to educational services for the duration of the suspension. Elementary students may not be long-term suspended.

Manifestation determination: A review of the relationship between a special education or a Section 504 student’s disability and the behavior that led to the disciplinary response. If the result of the review is that the behavior did not occur as a result of his/her disability or the failure to implement the student’s current Individual Educational Plan (IEP), the student may be disciplined in the same manner as a non-disabled student would be for the same offense. Manifestation determination for a Special Education student is with an IEP team or Manifestation Determination Team (MDT). Manifestation determination for a student with a Section 504 plan is conducted by the Student Intervention Team (SIT) at the school. Parents/guardians are invited to be members of these teams when the behavior of their student is discussed.

Mediation: An agreement between the school and student or parent/guardian/family that a specific disciplinary response will be changed and how it will be changed. The student and parent/guardian/family agree that by signing the mediation agreement all factual and legal issues related to a particular discipline are final and fully resolved, and that the student and parent/guardian/family will file no further appeal related to the discipline incident. The mediation form for Substance Abuse is in Appendix B, and the mediation form for all other disciplinary mediations is in Appendix C.

Notice of Disciplinary Action (NDA): Letter produced in PowerSchool to notify parents/guardians/families about the student behavior resulting in disciplinary response.

Progressive Discipline: The use over time of successively more restrictive disciplinary responses intended to shape behavior. Progression may include classroom-based response(s), school-based response(s), in-school suspension, short-term, and long-term suspension. For the purpose of establishing progressive discipline, schools may not consider offenses that occurred prior to the beginning of the previous school year or 180 school days in the past.

Reasonable Use of Physical Force: The use of sufficient physical force by a school administrator, teacher, school employee, or volunteer as needed to maintain order or to prevent a student from harming himself/herself, other students, school staff and/or property. Such physical force is not considered to be corporal disciplinary response.

Reengagement Meeting: A required meeting for students who are long-term suspended or expelled. Student, parents/guardians/families, and appropriate school staff will be part of this
meeting. The reengagement meeting is scheduled at the time of suspension/expulsion and must occur within 3 days of the suspension/expulsion. At the meeting, a written reengagement plan will be developed that identifies the educational services the student will receive while the student is suspended or expelled. The plan must also identify supports that will aid the student in taking the necessary steps to remedy the situation and/or repair and restore relationships that led to the suspension or expulsion.

**Reentry Program:** A District program for high school students providing behavior modification instruction as well as academic courses for students who have been long-term suspended or expelled from their school for behaviors as noted in the Seattle Public Schools’ Discipline Matrix for the 2018-2019 school year.

**School business day:** Any day when Seattle Public Schools is open to the public for business, except for school holidays.

**School Threat Assessment Team (STAT):** STAT, part of the Safety and Security Office collaborates with school-based teams and assesses the credibility of threats, assists administrators in identifying and mitigating the circumstances and variables known to correlate with youth violence, develops safety plans and provides case-management services.

**School Year Limitation:** Discipline sanctions imposed upon a student during one school year generally do not carry over and affect discipline in succeeding years unless the disciplinary response is imposed at the very end of the school year. For the purpose of establishing progressive discipline, schools may not consider offenses that occurred prior to the beginning of the previous school year or 180 school days in the past, whichever is greater, except in the case of some types of threats of violence.

**Short-term suspension:** A suspension that is not longer than ten (10) consecutive school days. In the Seattle Public Schools, a student subjected to a short-term suspension normally returns to the same school at the end of the suspension period. A student with a short-term suspension has the right to educational services for the duration of the suspension.

**Special Education Student:** A student who meets the eligibility requirements for one or more of the disability categories identified in the WAC, and who is in need of specially designed academic or behavioral instruction.

**Special Populations:** Special populations include special education and Section 504 students, and students who are English Language Learners (ELL).

**Suspension:** Formal exclusion of a student from attending school for a stated period of time. This does not include an informal removal from a class for “discipline” purposes. However, if a student is removed for more than three hours of instructional time on a given day, the disciplinary response must be recorded in PowerSchool as a state reportable action and a NDA created with notification to the parent/guardian/family. A student suspended from school has the right to educational services for the duration of the suspension.

**Threat Assessment Referral:** Done in correlation with an emergency expulsion of a student from school when the student has made a credible lethal threat or is displaying sexually provocative or sexually aggressive behavior despite interventions and disciplinary responses. As a result of the referral, a threat assessment will be conducted by the Student Threat Assessment Team. A plan for safely returning and managing the student in the school or District must be in place before the student is allowed to return. An emergency expulsion may be appealed by a student and/or parent/guardian/family in accordance to State law.
Appendix B: DRUG/ALCOHOL MEDIATION

Name ___________________________        ID: ___________________________

This mediation was reached at the conference held with student and parent/guardian/family as a result of the student being charged with Distributing Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs, Distributing Alcoholic Beverages, Distributing Marijuana, Possessing or Using Illegal Drugs, Controlled Substances, Prescription or Over-the-Counter Drugs, Possessing or Using Alcoholic Beverages, or Possessing or Using Marijuana, Selling Illegal Drugs, Controlled Substances, Prescription or Over-The-Counter Drugs, Selling Alcoholic Beverages, or Selling Marijuana.

1. The school agrees to the following:
   a. The charges and description in this matter will be as follows:
      □ No changes
      □ The wording in these areas is changed to be as follows:

      ____________________________________________________________

   b. To reduce the Long-term Suspension for violation of _____________________________ to the following number of days upon receiving verification that the student has an appointment to be assessed by a District-approved substance abuse professional and agrees to follow through with recommendations of the assessor:
      □ Short-term suspension of ________ days (not allowed for Selling violations).
      □ Long-term suspension of ________ days.
   c. The school further agrees to change the incident information screens in PowerSchool to reflect this agreement, and to provide an amended NDA to the parent/guardian/family within 3 days.

2. The student/parent/guardian/family agrees to the following:
   a) Obtain an assessment by a District-approved substance abuse agency, at parent expense.
   b) Follow through with recommendations of the assessment.
   c) Sign releases to allow the school to exchange information with the substance abuse agency.

3. In addition, the following conditions may be in place:
   _____________________________________________________________
   _____________________________________________________________
   _____________________________________________________________

The school, student, and parent/guardian/family agree that by signing this mediation agreement all factual and legal issues related to this discipline are finally and fully resolved, and that the student and parent/guardian/family will file no further appeals related to this discipline incident.

If _____________________________ fails to carry out the terms of this mediation, the original charges and discipline will be reinstated.

________________________________________       ________________________________
Administrator                                      Student
________________________________________       ________________________________
Parent/Guardian/Family                            Date
Appendix C: MEDIATION FOR ______________________

Student ID: ______________________

Date: ___________________________

This mediation was reached at the disciplinary appeal hearing held on this date. The parties agree to the following terms of mediation:

1. The school agrees that the charges and description in this matter will be as follows:
   ______________________________________________________________
   ______________________________________________________________

2. The school agrees to do the following: ___________________________
   ______________________________________________________________
   ______________________________________________________________

3. The student agrees to do the following: ___________________________
   ______________________________________________________________
   ______________________________________________________________

4. In addition, the following conditions may be in place (check agreed conditions):
   Student will have a weekly progress report through _________________.
   Student will exhibit good behavior and have no further incidents of similar behavior in class or on the campus.
   Student will attend all classes and be on time for all classes. Student will be ready to work when class starts. Consequence for violation of this provision will be __________________________.

If _____________________________ fails to carry out the terms of this mediation, the original charges and discipline will be reinstated. The student and parent/guardian/family agree that by signing this mediation agreement all factual and legal issues related to this discipline are final and fully resolved, and that the student and parent/guardian/family will file no further appeal related to this discipline incident.

____________________________________  ___________________________
Administrator                              Student

____________________________________  ___________________________
Hearing Officer or other witness          Parent/Guardian/Family