

	STUDENT BEHAVIOR AND DISCIPLINARY RESPONSES	Policy No. 3240 December 6, 2017 Page 1 of 2
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It is the policy of the Seattle School Board that meaningful learning and educational excellence occur in environments that are safe, positive, consistent, and predictable. These environments rely on trusting relationships between family, student, and staff, which are built with cultural humility, safety, respect, honesty, accountability, and with an eye towards equity.

Seattle Public Schools recognizes:

- Every student has the right to the high quality instruction, supports, and interventions that they need to graduate high school on time and prepared for the future;
- Racial disproportionality persists in disciplinary responses in the district;
- Students are impacted when they are removed from their learning environment;
- Situations involving discipline may be complex and require staff to understand underlying factors that are influencing students behaviors and;
- Mitigating and aggravating factors should influence the disciplinary decision-making process.

Seattle Public Schools is committed to furthering cultural intelligence that respects and values diversity across the District in schools and in classrooms. This commitment serves to influence decisions in promoting fair and equitable treatment for all and eliminating racial predictability and disproportionality in all aspects of education and its administration.

The foundation of Seattle Public Schools' discipline policy is one of prevention and measurement of progress. The policy is grounded in the establishment of a positive school climate that is based on shared behavioral expectations and a common language for talking about expected behavior. The shared behavioral expectations are reaffirmed through an inclusive process that involves students, families, teachers, administrators, volunteers, and other staff (within a Positive Behavior Interventions and Supports (PBIS) framework). Should divergence from these shared expectations occur, behaviors will be addressed with a continuum of responses from positive communication through clear pathways for reengagement and reparation of harm.

In accordance with Seattle School Board Resolution No. 2014/15-35, this policy eliminates out of school suspensions for students kindergarten through fifth grade for disruptive conduct, rule breaking, and disobedience. Subsequent discipline procedures and strategies focus on reducing if not eliminating loss of instructional time and the need for out of school responses for all student behavior.

It is the further policy of the Seattle School Board that shared behavioral expectations be maintained not only in the classroom but on school property at all times. Therefore, it is expected that every student and staff shall follow the policies, rules, and regulations of Seattle Public Schools during the school day, during any school-sponsored activity held on or off school property, and on school-provided transportation.

Adopted: August 2012

Revised: October 2014; July 2014; December 2017

Cross Reference: Policy No. 3200; Policy No. 0030

Related Superintendent Procedure:

Previous Policies: D70.00; D71.00; D82.00

Legal References: RCW 4.24.190 Action against parent for willful injury to property by minor — Monetary limitation — Common law liability preserved; RCW 9A.16.020 Use of force — When lawful; Chapter 9.41 RCW Firearms and dangerous weapons; RCW 9.91.160 Personal protection spray devices; RCW 28A.210.310 Prohibition on use of tobacco products on school property; RCW 28A.320.128 Notice and disclosure policies — Threats of violence—Student conduct — Immunity for good faith notice — Penalty; RCW 28A.400.110 Principal to assure appropriate student discipline — Building discipline standards — Classes to improve classroom management skills; RCW 28A.600.040 Pupils to Comply with Rules and Regulations; WAC 392-400-200 Purpose and Application; RCW 28A.635.060 Defacing or injuring school property — Liability of pupil, parent, or guardian - Withholding grades, diploma, or transcripts — Suspension and restitution — Voluntary work program as alternative — Rights protected; RCW 28A.635.090 Interference by force or violence — Penalty; RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful—Penalty; WAC 392-400-205 Definitions; WAC 392-400-210 Student Responsibilities and Duties; WAC 392-400-215 Student rights; WAC 392-400-225 School district rules defining misconduct — Distribution of rules; WAC 392-400-226 School district rules defining harassment, intimidation and bullying prevention policies and procedures —Distribution of rules; WAC 392-400-227 School district rules defining students' religious rights; WAC 392-400-233 Unexcused absences and tardiness; 20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act
Management Resources: Basic Rules of Seattle Public Schools Document; Student Rights & Responsibilities Document; The Individuals With Disabilities Education Improvement Act and its state and federal implementing legislations; Discipline procedures at <http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18473>