



Board Special Meeting

Work Session: Examination of Policies in Furtherance of Black Student Safety and Resolution 2019/20-38

August 19, 2020, 3:30-5:~~3000~~ p.m.

Meeting to be held remotely

By [Microsoft Teams](#)

By Teleconference: +1 206-800-4125 (Conference ID: 654 752 966#)

Agenda

Call to Order

3:30pm

Work Session: Examination of Policies in Furtherance of Black Student Safety and Resolution 2019/20-38

3:30pm

Adjourn

5:~~300~~pm*

IMPORTANT NOTE: This meeting will be held remotely without an in-person location per the Governor's proclamation prohibiting public agencies from conducting meetings subject to the Open Public Meetings Act in-person to curtail the spread of COVID-19, and consistent with [School Board Resolution 2019/20-29](#). The public is being provided remote access through Microsoft Teams and teleconference as noted above. There is a maximum capacity of 350 meeting participants and other attendees for this remote meeting, and a "waiting room" may be utilized to address capacity. Additional attendees will be admitted from the waiting room as capacity permits.

*Special meetings of the Board, including work sessions and retreats, may contain discussion and/or action related to the items listed on the agenda. Executive sessions are closed to the public per RCW 42.30. *Times given are estimated.*



8/19/20 Work Session Presentation

Work Session: Examination of Policies in Furtherance of Black Student Safety and Resolution 2019/20-38

Seattle Public Schools is committed to making its online information accessible and usable to all people, regardless of ability or technology. Meeting web accessibility guidelines and standards is an ongoing process that we are consistently working to improve.

While Seattle Public Schools endeavors to only post documents optimized for accessibility, due to the nature and complexity of some documents, an accessible version of the document may not be available. In these limited circumstances, the District will provide equally effective alternate access.

For questions and more information about this document, please contact the following:

School Board Office
boardoffice@seattleschools.org

This document consists of a PowerPoint Presentation prepared by facilitator Erin Jones for the 8/19/20 School Board Work Session.



WORK SESSION

Examination of Policies in
Furtherance of Black
Student Safety and
Resolution 2019/20-38

August 19, 2020

Facilitator: Erin Jones,

Independent Education and Systems Consultant

Agenda | August 19, 2020

1. Set the stage for the work
2. Establish community agreements
3. Board director input - hopes for meeting
4. Plan of work for meeting
5. THE WORK - buckets
6. Debrief

Setting the Stage | humility, humanity, history

HUMILITY: No single one of us has all the answers; we need one another's perspectives and experiences.

HUMANITY: Each of you on this board of directors, the staff in the district and the students/families you serve are equally valuable.

HISTORY: There is a history of how Black students have experienced systems; there are also ways business has been done in Seattle and in public education that must be considered moving forward.

Community agreements | to be able to show up as our BEST and BRAVEST selves

- Keep focus on the needs of students; put personal feelings aside
- Listen to hear, not to defend or respond
- Push through and be willing to sit in discomfort
- Assume best intent, AND when you say something that offends (even without bad intention), just apologize; don't get defensive
- Speak your truth, knowing the truth of others may be different
- Show grace for yourself and for one another in interactions (realizing you are all in different places)
- Be aware of how you take up space

Hopes for session | Questions for the board

Please take up to 2 minutes to answer the following questions:

- Why is the safety of Black students in Seattle Public Schools of critical importance to address right now?
- If you could accomplish **ONE THING** today during our time together, what would it be?

Conversation Protocol | How we are going to move through this conversation

We will focus on the “be it resolved” section of Resolution No. 2019/20-38 to determine 3 things:

1. Which items of the resolution are theoretical as of yet and require the development of policy to make them actionable;
2. Which items REQUIRE family/community engagement to move forward;
3. Which items require significant work beyond policy (by district or in partnership with community).

Community Engagement Philosophy for SPS | To be considered as we look at the elements of the resolution

For true engagement to be realized, we must actively address institutional and structural racism. Authentic community engagement requires the sharing of power and intentional and targeted outreach to families and community who aren't currently engaged. Authentic community engagement is not just about making community members feel that they are part of the decision-making process; it actually involves them. This requires analyzing who is missing; who is most impacted; shifting where and how engagement is conducted; and if specific voices and perspectives are missing, extending and expanding the engagement process. In some situations, it may also mean weighting some voices more heavily to ensure fair and appropriate representation.

Buckets | What is required to move RESOLUTION forward?

Ideas that need policy	For community/family eng.	Additional support needed

Prioritize work. Each director pick up top 3 priorities for the year.

Work Session Materials Prepared by Erin Jones,
Independent Education and Systems Consultant



Next steps | For you? The district? The community?

Some questions to consider as you move forward:

- What do you need to accomplish the work you have outlined today - from me, each other, the district, the community?
- How will you be answerable to the community?
- How will you continue to partner with stakeholders to ensure your decisions/the work moves forward in ways that allow students to THRIVE?

Debrief | Questions for board directors

Each board director share final thoughts -
Personal next steps, celebrations or
critiques of process

**THANK YOU, BOARD, STAFF AND
COMMUNITY.**

Ensuring safety for BIPOC students

A group of educators who came together for over 70 days to commit to learning and growing in their implementation of racial equity and anti-racism put together this document describing what it would require to ensure BIPOC students are SAFE in every way. What is paramount is that there is consistency of expectations and routines.

Physical	<ul style="list-style-type: none">- Access to healthy food- Free of hazards- Body autonomy - their body is their own space (accept or not accept touch)- Free from want of physical needs- Freedom from physical harm- Freedom to take breaks - bathroom, stand up, move (self-care)- Freely move about campus without threat of harm- Don't shame someone for setting boundaries- Safety plans - make sure all adults who interact with them know about those- Neighborhood safety- Words and language use free from violence- SRO - freedom from profiling- Threats to school or at school taken seriously - have a plan to address those- Girls not having to announce for personal care (menstrual cycle/deodorant, etc)- Free access to resources they need to be at school- Boys not questioned when they take longer in the bathroom- Locker rooms and bathrooms
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Emotional	<ul style="list-style-type: none"> - address bullying - Acknowledge validity of emotional problems students are facing - anxiety, depression, - Does your interaction help or harm your relationship - Build students up - grace, mercy kindness - Students with PTSD are triggered at school - work towards healing and support - Ensure students have access to professional counseling (shouldn't require insurance) - Recognize that sometimes the only kind words they hear are at school - Create a culture of mutual respect - don't let it slide when kids are mean/cruel to each other in your class/presence - Ensure district has an MOU with outside counselors to ensure students get access in school - Could we have more of a statewide/intentional model around supporting the emotional needs of students - Address stigmas around counseling - Reset stations - for students students who need a break
Social	<ul style="list-style-type: none"> - cyber safety should be addressed - Racial safety - Recognize and value different social norms - Safe to report/hold accountable other students for inappropriate or dangerous behavior - Gender safety - Safety from "patriarchy" - (Considering inclusion classrooms) - appreciating the differences between students; when you walk into the room, you shouldn't be able to "tell" the differences. - Don't put the responsibility of the student to advocate for accommodation - Don't call principal or authority when a student is not complying for whatever reason - Ensure different social groups have safe places to exist

Intellectual

- Allow all students access to advance courses - AP/IB/Cambridge
- Mathematics is a gatekeeper, stop tracking/excluding students
- How do we create new narratives around what it means to “be smart” or “good at school”?
- Access to High-cap/Gifted education
- Individual learning plans for every student
- Affirm the many ways students show up academically/intellectually
- How much of placement is based on access to tools/experience around being organized/having parents who can help; how much is actually based on ability/potential
- Decolonize curriculum
- For too long, we have elevated test scores and grades, and we have not elevated other ways students demonstrate brilliance - art, writing, creativity
- Students need a variety of ways to demonstrate their learning at any age and to have options in what they learn

**Seattle School District No. 1
Board Resolution**

Resolution No. 2019/20-38



A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to affirm Seattle Public Schools' commitment to Black students.

WHEREAS, Seattle Public Schools serves more than 8,000¹ Black students who make up over fourteen percent of the district's student population; and

WHEREAS, Seattle Public Schools has committed itself to addressing systemic racism via Board Policy No. 0030², Ensuring Educational and Racial Equity; and

WHEREAS, the Seattle Public Schools strategic initiatives³ are focused on ensuring racial equity in our educational system by unapologetically addressing the needs of students of color who are furthest from educational justice and working to undo legacies of racism through closing gaps in service to African American males and other students of color furthest from educational justice; and

WHEREAS, the Seattle School Board unanimously adopted Resolution No. 2019/20-23⁴ to declare that the lives of Black students matter and affirmed the Seattle School Board's commitment to racial justice and recognition that the lives and lived experiences of our Black youth matter, not just during Black History Month, but every single day.

WHEREAS, in the United States, Black students are three-times more likely to be suspended than their peers and Black students with disabilities are further disciplined or suspended for behavior related to their disability at a rate more than twice that of their white counterparts, and in our state, according to the Washington Office of Superintendent of Public Instruction, Black males and other students of color are disproportionately disciplined at a rate of 6.5% as compared to 1% for white students. And in Seattle, Black students and students of color are disproportionately disciplined and removed from the educational environment⁵, widening gaps in access to instructional time and support services; and

¹ <https://washingtonstatereportcard.ospi.k12.wa.us/ReportCard/ViewSchoolOrDistrict/100229>

² https://www.seattleschools.org/district/district_quick_facts/initiatives/policy_0030

³ https://www.seattleschools.org/district/district_quick_facts/strategic_plan

⁴ <https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=88502243>

⁵ https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=25571096#Graph_14

WHEREAS, according to research conducted by ACLU, a criminal arrest as a juvenile has dire consequences as a first-time arrest doubles the odds that a student will drop out of high school and a first-time court appearance quadruples the odds that a student will drop out of school⁶; and

WHEREAS, per Board Resolution 2017/17-18, Seattle Public Schools stands against gun violence and the arming of educators, and per Board Policy No. 4210, Weapons Prohibition for Adults and Visitors, Seattle Public Schools properties are designated gun-free zones; and

WHEREAS, a relationship with the criminal justice system for the express purposes of eliminating the school to prison pipeline AND protecting our students from violence, trafficking, violence and abuse is paramount, the routine presence of active duty law enforcement presence in our schools and events is not a consistently proven means to do so and in fact, by definition, creates greater opportunity for criminalization rather than an express focus on communication, collaboration, information and relationship building; and

WHEREAS, police shootings are gun violence and over 1,000 people each year are killed by the police in America and 25% of those killed are Black despite being only 16% of the population⁷; and

WHEREAS, when compared to white people, Black people and African Americans are twice as likely to be killed by police in Seattle and three times as likely to be killed by police in Washington state⁸; and

WHEREAS, the District's collective bargaining agreement⁹ with the Principal Association of Seattle Schools (PASS) does not explicitly address the relationship of district schools with law enforcement and SEA agreement language remains out of compliance and deficit-based; and

WHEREAS, implicit bias, racism, and lack of cultural-competence amongst school staff causes harm¹⁰ to children of color¹¹; and

WHEREAS, Holistic Social Emotional Learning and healing happens where the mind and the body and the spirit meet, and every culture and community has passed this learning down since time immemorial as wisdom¹². Thus, social and emotional management systems reside and thrive within and emanate from our Black students along with their brilliance.

NOW THEREFORE, BE IT

⁶ <https://www.edweek.org/ew/articles/2017/01/25/Black-students-more-likely-to-be-arrested.html>

⁷ <https://mappingpoliceviolence.org/>

⁸ <https://mappingpoliceviolence.org/>

⁹ <https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15568#PASS>

¹⁰ https://www.naacpldf.org/files/about-us/Bias_Reportv2017_30_11_FINAL.pdf

¹¹ <https://www.edweek.org/ew/articles/2019/03/20/dear-white-teachers-you-cant-love-your.html>

¹² https://greatergood.berkeley.edu/article/item/why_dont_students_take_social_emotional_learning_home

RESOLVED, that Black Lives don't just matter, they are worthy, beloved, and needed. So, when we utilize holistic social emotional learning to support students, abandoning notions of policing and pathology, we meet with students and community to learn the wisdom that already exists and design social management systems that authentically recognize and value Black lives and knowledge.

BE IT FURTHER RESOLVED, that the Seattle School Board supports defunding police, i.e. reducing police funding so as to increase social service funding, positively impact safety and well-being of our students while reducing police violence.

BE IT FURTHER RESOLVED, that the Board commits to, by accountably engaging in substantive and substantial family and community engagement, reexamine and amend as appropriate School Board Policy Nos. ¹³ 3200, Written Rules of Student Conduct; 3240, Student Behavior and Disciplinary Responses; 4310, Relations with Law Enforcement, Child Protective Services, and the County Health Department; 4314, Notification of Threats of Violence or Harm; and 3225, School-Based Threat Assessment, which is planned for adoption; to ensure consistency with the following principles that:

- Utilize de-escalation techniques and restorative justice programs, which should reduce exclusionary practices and narrow racial disparities in discipline, including interventions that address the excessive and disparate loss of instruction for Black students with disabilities;
- School administrators and teachers have the skill, and the resources to improve their skill, to maintain order and conduct of their students, schools, and classrooms;
- Law enforcement should not be involved in enforcing the rules of student conduct;
- The role of law enforcement in district schools must be clearly defined; and
- The district will minimize, with the goal to eliminate, the number of school-based arrests and citations while maintaining safe school environments; and
- Monitoring and detailed reporting of school-based law enforcement interactions will promote effectiveness and accountability.

BE IT FURTHER RESOLVED, that in the event that Seattle Public Schools must engage with the Seattle Police Department in relation to external threats, the district shall formalize how information on such threats is communicated to and from the district and school site-based administration in accordance with Board Policies.

¹³ <https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15630#gsc.tab=0>

BE IT FURTHER RESOLVED, that the Seattle School Board commits to introducing Board Policy No. 0040, Anti-Racism.

BE IT FURTHER RESOLVED, that District staff will prioritize work with PASS and labor partners to include express racial equity analysis as it pertains to law enforcement in schools. The District and SEA are strongly encouraged to complete the most recent bargain to “Establish joint work group to revise and update Certificated, Article III – General Rights and Responsibilities, Section F, G, and H related to safety, security and employee responsibilities. (outdated terms lacking restorative justice and racial equity lens, and terms are no longer compliant with RCW and WACS) This work is to be completed in 2019-2020 for submission to SEA and SPS Board for approval for contract implementation in 2020-2021,¹⁴” and utilize the agreement to commit to limiting police presence in our schools.

BE IT FURTHER RESOLVED, that the Board directs Superintendent Juneau to (1) develop a Black studies curriculum for use in grades K-5 that will intertwine anti-racist Black language, pedagogy and practices through all subjects and (2) create a stand-alone Black studies course for middle and high school students that will be required for graduation from Seattle Public Schools. We expect this work to go through an extensive community engagement process including, but not limited to, the Office of African American Male Achievement Student Advisory Council, NAACP Youth Council, and other groups or individuals of Black educators, students, community-based organizations, and organizers.

BE IT FURTHER RESOLVED, that the District will commit to a moratorium on the utilization of the Seattle Police Department’s School Emphasis Officers and School Resources Officers programs and providing replacements supported by community. The duration of the moratorium is indefinite. During this the moratorium:

- The District and Board will work in consultation with school communities, particularly Black and Indigenous families and students most directly impacted by policing in schools, to identify alternative, community-based, restorative mentorship for schools impacted by the programs’ cessation.
- The District and Board shall work with the City of Seattle, King County Prosecuting Attorney’s Office and other leadership to demand social supports and resources to enhance student growth, learning and safety in schools and communication that keeps students safe.

BE IT FURTHER RESOLVED, that the Superintendent shall report back to the Board on the status of, and plan for, implementation of each point in the above resolution within 120 days.

¹⁴ <https://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=15568#SEA>

ADOPTED this 24th day of June, 2020

Zachary DeWolf, President

Chandra N. Hampson, Vice President

Leslie Harris, Member-at-Large

Brandon K. Hersey

Eden Mack

Liza Rankin

Lisa Rivera-Smith

ATTEST: _____
Denise Juneau, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA

APPROVED DURING THE JUNE 24, 2020 REGULAR BOARD MEETING -
SIGNED COPY TO BE POSTED ONCE SIGNATURES ARE FINALIZED

Seattle Public Schools
August 19, 2020
School Board Work Session:
Examination of Policies in Furtherance of Black
Student Safety and Resolution 2019/20-38

Board Policy Primer

A brief summary of identified Board Policies and applicable laws

Policy No. 3124

Removal/Release of Student During School Hours

WHAT IS IT ABOUT?

This Policy describes the conditions by which a student may be removed/released from school such as a parent picking up their child during the school day. Notably, it provides that the person seeking to remove the student must present evidence of their proper authority to remove the student. It also indicates a student may be released to a law enforcement officer in accordance with district policy.

WHEN IS IT USED?

This Policy is most often used when sending a student home due to illness or corrective action/discipline.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.605.010 – This state law indicates that the Board shall develop a rule or regulation to ensure that each school within the district will not permit a child to be removed from school during school hours except by parent/guardian or a person authorized by a parent/guardian, except that a student may leave secondary school grounds only in accordance with the school district's open campus policy.

Policy No. 3200

Written Rules of Student Conduct*

WHAT IS IT ABOUT?

This Policy establishes the requirement of the Board to annually review the Student Rights and Responsibilities (SRR) handbook. It also details how the SRR will be distributed and made available to students and parents/guardians. The Policy also requires that discipline rules and procedures will follow the substantive and due process guarantees found in WAC 392-400 and be in accordance with the Individuals with Disabilities Education Act. Last, the Policy permits district schools to adopt written school rules that are not inconsistent with federal or state laws or district policy.

WHEN IS IT USED?

This Policy is used when the SRR is approved each year by the Board and the SRR is used often to respond to student misconduct in schools.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.600.010 – This state law requires the Board to: enforce the rules prescribed by the superintendent of public instruction for the government of schools, pupils, and certificated employees; adopt and make available to each student, teacher, and parent/guardian reasonable written rules regarding student conduct, discipline, and rights; and suspend expel, or discipline students in accordance with RCW 28A.600.015.

RCW 28A.600.020 – This state law states that the SRR should be interpreted to ensure the “optimum learning atmosphere of the classroom is maintained” and that highest consideration is given to teachers regarding conditions necessary to maintain the optimum learning atmosphere.

Further, the law permits a teacher to exclude from their classroom “any student who creates a disruption of the educational process” so long as the teacher has first attempted another form of corrective action unless in the case of an emergency.

RCW 28A.600.040 – This state law requires students to “submit to the authority” of their teachers and be subject to disciplinary or other action as school officials shall determine.

RCW 28A.600.410 – This state law encourages district to find alternatives to suspension.

WAC 392-400-020 – This state regulation establishes the minimum procedural and substantive due process rights of students when they are subjected to discipline.

RCW 28A.400.110 – This state law requires school principals to determine that appropriate student discipline is established and enforced.

RCW 28A.405.060 – This state law indicates that any teacher who willfully refuses or neglects to enforce rules and regulations shall not be paid their salary until they comply.

** Policy included in Board Resolution No. 2019/20-28*

Policy No. 3207

Prohibition of Harassment, Intimidation, or Bullying – Students

WHAT IS IT ABOUT?

This Policy details the definitions and requirements surrounding the district's response to student harassment, intimidation, or bullying. The associated Superintendent Procedure details the response process.

WHEN IS IT USED?

This Policy is used when an incident of HIB is reported in one of our schools. The procedure is more heavily relied upon, but this Policy's definitions are essential to conduct the investigation and response.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.600.477 – This state law details the requirement of school districts to have a policy on the prohibition of harassment, intimidation, and bullying.

WAC 392-190-059 – This state regulation details how allegations of HIB need to be handled and the requirement of notice if the HIB report indicates a violation of unlawful discrimination as well.

Policy No. 3208

Sexual Harassment

WHAT IS IT ABOUT?

This Policy details the district's prohibition on sexual harassment of students, employees and others involved in school district activities.

WHEN IS IT USED?

This policy should be used when sexual harassment is reported or identified by district staff.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

WAC 392-190-057 – This state regulation details the elements that must be present in the district's Board Policy.

RCW 28A.600.477 - This state law details the requirement of school districts to have a policy on the prohibition of harassment, intimidation, and bullying. It covers all types of harassment, so both HIB and sexual harassment are covered by this law.

Policy No. 3210

Nondiscrimination, Acts of Hostility, & Defamation

WHAT IS IT ABOUT?

This Policy prohibits discrimination on the basis of any of the following categories: sex (gender); 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 by a person with a disability. It also prohibits retaliation against any person who makes or is a witness in a discrimination complaint.

WHEN IS IT USED?

This policy is used when a discrimination complaint is received by the district.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

Chapter 28A.642 RCW – This chapter of laws details the prohibition on discrimination in Washington public schools.

Chapter 28A.640 RCW – This chapter of laws details the prohibition on discrimination on the basis of sex in Washington public schools.

42 U.S.C. §§ 12101-12213 – Americans with Disabilities Act (ADA)

WAC 392-400-805 – This state regulation prohibits discrimination when administering student discipline.

DRAFT Policy No. 3225 (Pending Approval) School-Based Threat Assessment*

WHAT IS IT ABOUT?

The current proposed Board Policy is based on a new WSSDA model policy and additions to state law. It establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management. The school-based threat assessment programming was included as part of HB 1216, a bill concerning non-firearm measures to increase school safety and student well-being. The bill establishes a statewide network of the structural components necessary to enhance student safety in schools based on the work of the state school safety center. A number of tasks are assigned to the center (that will work in conjunction with the regional school safety centers), including the development of plans for recognition, initial screening, and response to emotional or behavioral distress in students.

WHEN IS IT USED?

A process is currently in place to follow when a school gains knowledge of a credible lethal threat from a student. This policy would provide more structure, guidance and support around that process.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

Chapter 28A.320 RCW – Details the requirements of a school-based threat assessment program.

Chapter 28A.300 RCW – Requires a model policy by WSSDA to be created for districts to use.

** Policy included in Board Resolution No. 2019/20-28*

Policy No. 3240

Student Behavior and Disciplinary Responses*

WHAT IS IT ABOUT?

This Policy speaks to the Board’s philosophy about student discipline. It describes the district’s commitment to cultural intelligence, establishes the foundation of the discipline policy is one of prevention, recognizes the importance of a positive school climate and Positive Behavior Interventions and Supports (PBIS) framework, and eliminates out of school suspensions for students in K-5 for disruptive conduct, rule breaking, and disobedience. This Policy’s overall focus is on racial disproportionality and the reduction of disproportionality and out-of-school discipline.

WHEN IS IT USED?

This Policy is used to guide student discipline and the district’s work to reduce disproportionality and out-of-school discipline.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.600.015 – This state law states school districts may not suspend the provision of educational services and must provide an opportunity for a student to receive educational services during a period of suspension or expulsion.

WAC 392-400-110 – This state regulation requires school districts to include in discipline policies and procedures other forms of discipline school personnel should administer before, or instead of, administering classroom exclusion, suspension, or expulsion.

WAC 392-400-115 – This state regulation indicates a school district may not: (1) Suspend the provision of educational services to a student in response to behavioral violations; or (2) Administer discipline in a manner that would prevent a student from completing subject, grade-level, or graduation requirements.

WAC 392-400-330 – This state regulation indicates a teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations that disrupt the educational process, but the teacher or other school personnel must first attempt one or more other forms of discipline unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.

WAC 392-400-430 – This regulation requires consideration of the student’s individual circumstances prior to suspension or expulsion and the district must provide an opportunity for students to receive educational services during a suspension or expulsion. Further, it requires that every suspension or expulsion have an end date.

** Policy included in Board Resolution No. 2019/20-28*

Policy No. 3244

Prohibition of Corporal Punishment

WHAT IS IT ABOUT?

This Policy prohibits the use of corporal punishment in Seattle Public Schools. Corporal punishment is defined as any act that willfully inflicts or willfully causes the infliction of physical pain on a student. Corporal punishment does not include:

- A. The use of reasonable physical force by an administrator, teacher, other school employee or volunteer as necessary to maintain order to prevent a student from harming him/herself, other students, school staff, other persons, or property;
- B. Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student; or
- 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.

WHEN IS IT USED?

This Policy is used when there are concerns or questions in regard to harm to students.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.150.300 – This state law prohibits the use of corporal punishment in public schools and requires School Boards to adopt and implement a policy.

RCW 28A.600.485 – This state law details that use of restraint and isolation on student which is not considered to be corporal punishment.

Policy No. 3246

Restraint, Isolation, and Other Used of Physical Intervention

WHAT IS IT ABOUT?

This Policy details the way in which restraint, isolation, and other physical intervention may be used when responding to student behavior. Use of restraint, isolation, and other forms of physical intervention may be used on any student when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm”.

WHEN IS IT USED?

This policy is used to guide and review the use of student physical interventions.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.600.485 – This state law details that use of restraint and isolation on students. The law defines "isolation" as restricting the student alone within a room or any other form of enclosure, from which the student may not leave. It does not include voluntary use of space for self-calming, or temporary removal of a student for purposes of carrying out an appropriate positive behavior intervention plan.

The law defines "restraint" as physical intervention or force used to control a student, including the use of a restraint device to restrict a student's freedom of movement. It does not include appropriate use of a prescribed medical, orthopedic, or therapeutic device when used as intended, such as to achieve proper body position, balance, or alignment, or to permit a student to safely participate in activities.

The law states that restraint or isolation is permitted only when reasonably necessary to control spontaneous student behavior posing an imminent likelihood of serious harm.

WAC 392-172A-01092 – This state regulation defines “imminent” as the state or condition of being likely to occur at any moment or near at hand, rather than distant or remote.

WAC 392-172A.01109 – This state regulation defines “likelihood of serious harm” as:
A substantial risk that:

- (a) Physical harm will be inflicted by a person upon his or her own person, as evidenced by threats or attempts to commit suicide, or inflict physical harm on oneself;
- (b) Physical harm will be inflicted by a person upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm; or
- (c) Physical harm will be inflicted by a person upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or

The person has threatened the physical safety of another and has a history of one or more violent acts.

Policy No. 3248

Firearms and Dangerous Weapons Prohibition for Students

WHAT IS IT ABOUT?

This Policy prohibits students from possessing or carrying a firearm or dangerous weapon at school. Pursuant to the law, it indicates that carrying or possessing a dangerous weapon is grounds for an expulsion and carrying or possessing a firearm requires a student to be expelled from school for a least one year.

WHEN IS IT USED?

This Policy is used when students are discovered to be in possession of a dangerous weapon.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.600.420 – This state law requires a student who brings a firearm to school to be expelled for at least one year. It also states that a student who acts with malice and displays a firearm lookalike to school may be expelled from school.

RCW 9A.41.280 – This state law indicates bringing a dangerous weapon to school constitutes grounds for expulsion.

Policy No. 3421

Child Abuse, Neglect, and Exploitation Prevention

WHAT IS IT ABOUT?

This Policy indicates that any case of suspected child abuse, neglect, or exploitation shall be immediately reported to the proper authority. It further details the legal responsibilities of our professional school personnel as mandatory reporters and also requires non-professional school staff to report knowledge of, or a reasonable cause to believe, that a student has been a victim of abuse, neglect, or exploitation to their school administrator.

WHEN IS IT USED?

This policy should be referenced by school staff to guide reports to CPS and law enforcement regarding abuse or neglect of a student.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 26.44.030 – This state law indicates when any professional school personnel has reasonable cause to believe a child has suffered abuse or neglect, they shall report such incident, or cause a report to be made, to the proper law enforcement agency or to the department (CPS). The report must be done at the first opportunity, but no longer than forty-eight hours after there is reasonable cause to believe a child has suffered abuse or neglect.

RCW 28A.400.317 – This state law establishes that a certificated or classified school employee who has knowledge of, or reasonable cause to believe, that a student has been a victim of physical abuse or sexual misconduct by another school employee, shall report to the appropriate school administrator. The school administrator shall report to the proper law enforcement agency if they have reasonable cause to believe that the misconduct or abuse occurred. The law also requires certificated and classified school employees to receive training regarding their reporting obligations in their orientation training when hired and then every three years thereafter.

Policy No. 4200

School Visitations and Maintaining Safe and Orderly Environments

WHAT IS IT ABOUT?

This Policy and its associated Superintendent Procedures detail the conditions by which visitors may enter school property. It also establishes that people may be trespassed from district property and there is an associated Superintendent Procedure detailing the process to trespass a person. It also details the constraints around military recruiters coming into district schools.

WHEN IS IT USED?

This Policy is most often used to trespass parents from schools after they cause a substantial disruption to the educational environment of a school or are threatening to school staff or students.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.230.180 – This state law states that if the district provides access to the campus and the student information directory to persons or groups which make students aware of occupational or educational options, the board shall provide access to official recruiting representatives of the job corps, peace corps, and AmeriCorps, and to official recruiting representatives of the military forces of the state and the United States.

RCW 28A.635.030 – This state law makes it illegal to willfully create a disturbance on school premises during school hours or at school activities or school meetings. If a person does this, they can be guilty of a misdemeanor, the penalty for which shall be a fine in any sum not more than fifty dollars.

RCW 28A.605.020 – This state law requires the School Board to adopt a policy assuring parents access to their child's classroom and/or school sponsored activities for purposes of observing class procedure, teaching material, and class conduct on the condition that such observation shall not disrupt the classroom procedure or learning activity.

Policy No. 4210

Weapons Prohibition for Adults and Visitors

WHAT IS IT ABOUT?

This Policy establishes that all members of the public, including but not limited to, non-Seattle students, employees, visitors, and vendors/contractors are prohibited from carrying or possessing weapons on school property, on school-provided transportation, in areas of facilities being used exclusively by the district, or at school-sponsored events or activities. It also details a numbers of exceptions to this policy such as contractors with tools that could be weapons, law enforcement, or persons in lawful possession of a firearm or dangerous weapon if the item is secured within an attended vehicle; is unloaded and secured in vehicle; or is concealed from view in a locked, unattended vehicle.

WHEN IS IT USED?

This Policy is used when there is a question or concern about an adult with a weapon or firearm on school property.

WHAT LAW APPLIES TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.600.420 – This state law makes is illegal to have a dangerous weapon or firearm on school property and also lists the numerous exceptions to the prohibition as mirrored in this Policy.

Policy No. 4310

Relations with Law Enforcement, Child Protective Services, and the County Health Department*

WHAT IS IT ABOUT?

This Policy briefly describes when staff should call upon law enforcement, child protective services, and the county health department to ensure the safety and protection of students and staff. Its associated Superintendent Procedure details the conditions by which a police officer, ICE official, CPS investigator, and Health Department Official may contact/interview students while they are at school. Notably, this Policy also indicates that staff will be responsible to hold students accountable for minor infractions of the law, but when violations of the law are involved, the principal or their designee may refer to law enforcement.

WHEN IS IT USED?

The Superintendent Procedure is likely used more often than the Policy by staff to determine the conditions by which CPS or law enforcement may interview a student at school. The Superintendent Procedure is also often highlighted to describe the district's stance on ICE enforcement actions occurring on district property to reassure students and families.

WHAT LAWS APPLY TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 26.44.050 – This state law permits a law enforcement officer to take a child into custody without a court order if there is probable cause to believe the child is abused or neglected and would or could be injured if the child was not taken into custody.

RCW 26.44.030 – This state law, among other things, permits law enforcement or the department (CPS) to interview children suspected to be victims of abuse or neglect and indicates that interviews may be conducted on school premises. Prior to commencing the interview, the department or law enforcement agency shall determine whether the child wishes a third party to be present for the interview and, if so, shall make reasonable efforts to accommodate the child's wishes. Unless the child objects, the department or law enforcement agency shall make reasonable efforts to include a third party in any interview so long as the presence of the third party will not jeopardize the course of the investigation. Most often in SPS, a school administrator or counselor will sit in on interviews with students.

** Policy included in Board Resolution No. 2019/20-28*

Policy No. 4314

Notification of Threats of Violence or Harm*

WHAT IS IT ABOUT?

This Policy directs that students and school employees who are subjects of credible threats of violence or harm shall be notified of the threats in a timely manner. Further, the Policy dictates that persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and will be referred to appropriate community agencies including law enforcement and mental health services.

WHEN IS IT USED?

This Policy should be referred to anytime staff is in receipt of a credible threat.

WHAT LAWS APPLY TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 28A.320.128 – This state law requires that school boards adopt a policy that addresses procedures for: (1) providing notice of threats of violence or harm to the student or school employee who is the subject of the threat; (2) disclosing information that is provided to the school administrators about a student's conduct; and (3) determining whether or not any threats or conduct established in the policy may be grounds for suspension or expulsion of the student.

This law also provides immunity to district employees who provide notice in good faith as required by the board's policies are immune from any liability arising out of such notification.

** Policy included in Board Resolution No. 2019/20-28*

Policy No. 4315

Release of Information Concerning Sexual & Kidnapping Offenders

WHAT IS IT ABOUT?

This Policy provides guidance regarding the receipt of information from law enforcement that a registered sexual and/or kidnapping offender has been released into a school community. It indicates we will follow the direction of law enforcement regarding the dissemination of the information and will duplicate documents provided by the law enforcement agency and distribute them in the form in which they were received.

WHEN IS IT USED?

This Policy would be helpful if a school principal is asked by law enforcement to distribute information about an offender moving into the school community. This would be a novel occurrence.

WHAT LAWS APPLY TO THIS POLICY THAT I SHOULD TAKE NOTE OF?

RCW 4.24.550 – This state law authorizes law enforcement agencies to release information to the public regarding sex offenders and kidnapping offenders when the agency determines that disclosure of the information is relevant and necessary to protect the public and counteract the danger created by the offender. For offenders classified as risk level II, the agency may disclose relevant, necessary, and accurate information to public and private schools; and for offenders classified as risk level III, the agency may also disclose relevant, necessary, and accurate information to the public at large.

**Work Session: Examination of Policies in Furtherance of Black Student Safety
and Resolution 2019/20-38**

Policy #	Policy Title	Last Revised	Topics Covered in Policy	Has Supt Procedure?	Is there a WSSDA model? When was it last updated?
3124	Removal/Release of Student During School Hours	2011	<ul style="list-style-type: none"> •Requires release of students only to authorized individuals •Speaks to sending students home for illness, discipline or corrective action •Provides for release of students to law enforcement 	No	3124, Removal-Release of Student During School Hours; December 2011
3200	Written Rules of Student Conduct <i>(Included in Board Resolution No. 2019/20-28)</i>	2012	<ul style="list-style-type: none"> •Requires annual approval and distribution of Student Rights and Responsibilities •Notes relationship between rules and legal requirements (due process, IDEA, etc.) •Requires principal/staff confer annually to develop/review standards and uniform enforcement 	No	3200, Rights and Responsibilities; April 2019
3207	Prohibition of Harassment, Intimidation, or Bullying - Students	2020	<ul style="list-style-type: none"> •Provides HIB policy related to students •Cites to state HIB definitions and describes prohibited behaviors/expressions •Requires staff and volunteer training and prevention strategies, speaks to interventions, provides IEP and Section 504 meeting requirements, prohibits retaliation and false allegations, and requires district compliance officer 	Yes	3207, Prohibition of Harassment, Intimidation, and Bullying; August 2019
3208	Sexual Harassment	2011	<ul style="list-style-type: none"> • Defines and prohibits sexual harassment •Provides requirement for district action including related requirements for reporting to law enforcement/CPS •Provides for discipline/sanctions and prohibits retaliation and false allegations •Requires training, details required procedure contents, and requires annual report 	Yes	3205, Sexual Harassment of Students Prohibited; July 2015

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3210	Nondiscrimination, Acts of Hostility, Defamation	2018	<ul style="list-style-type: none"> •Prohibits discrimination on the basis of listed categories and provides for disciplinary action •Prohibits retaliation •Authorizes designation of nondiscrimination compliance officer 	Multiple	3210, Nondiscrimination; March 2016
3225 (DRAFT)	School Based Threat Assessment <i>(Included in Board Resolution No. 2019/20-28)</i>	NOT YET ADOPTED	<p>Per Draft Introduced 6/24/20:</p> <ul style="list-style-type: none"> •Establishes school-based threat assessment program •Distinguishes from and explains relationship to disciplinary responses •Provides structure, function and tasks for threat assessment teams •Provides for OSPI and Board reporting 		3225, School-Based Threat Assessment; December 2019
3240	Student Behavior and Disciplinary Responses <i>(Included in Board Resolution No. 2019/20-28)</i>	2017	<ul style="list-style-type: none"> •Speaks to educational environment, student rights, and persistent racial disproportionality in disciplinary responses •Provides for a Positive Behavior Interventions and Supports (PBIS) framework and continuum of responses •Prohibits out-of-school suspensions for K-5 students for disruptive conduct / rule breaking / disobedience and provides for focus on reducing loss of instructional time and out-of-school responses •States applicability of school rules on school property, school events, school-provided transportation 	No	3241, Student Discipline; April 2019
3244	Prohibition of Corporal Punishment	2018	<ul style="list-style-type: none"> •Defines and prohibits corporal punishment 	No	3244, Prohibition of Corporal Punishment; February 2018

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3246	Restraint, Isolation, and Other Uses of Physical Intervention	2019	<ul style="list-style-type: none"> •Prohibits unreasonable restraint, restraint devices, isolation and other uses of physical interventions, and use for discipline/punishment •Provides for limited use of restraint, isolation, and other uses of physical intervention for specified purposes •Requires annual report 	Yes	3246, Restraint, Isolation and Other Uses of Reasonable Force; March 2016
3248	Firearms and Dangerous Weapons Prohibition for Students	2013	<ul style="list-style-type: none"> •Prohibits students from carrying firearms / dangerous weapons on / at school property, transportation and events •Provides minimum disciplinary response, cites t Statutorily required expulsion, and cites appeal rights •Requires OSPI reporting 	Yes	Consolidates student prohibition into 4210 / 4210 (A)
3421	Child Abuse, Neglect, and Exploitation Prevention	2012	<ul style="list-style-type: none"> •Requires immediate reporting of suspected child abuse, neglect, or exploitation to law enforcement or CPS and school administrator •Provides training requirements 	Yes	3241, Child Abuse, Neglect, and Exploitation Prevention; June 2015
4200	School Visitations and Maintaining Safe and Orderly Environments	2017	<ul style="list-style-type: none"> •Provides authorization of / limitations on school visitations •Speaks to unauthorized persons / trespass, solicitation, recruitment, disturbances and interference 	Multiple	4200, Safe and Orderly Learning Environment; Revised February 2018
4210	Weapons Prohibition for Adults and Visitors	2013	<ul style="list-style-type: none"> •Prohibits weapons on school property •Provides exemptions to prohibition and relevant legal citations 	No	4210 / 4210 (A), Regulation of Dangerous Weapons on School Premises; Revised July 2016 / October 2019

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and Resolution 2019/20-38**

4310	Relations with Law Enforcement, Child Protective Services, and the County Health Department <i>(Included in Board Resolution No. 2019/20-28)</i>	2014	<ul style="list-style-type: none"> •States district responsibility for order / conduct in schools and holding students accountable for rule infractions •Allows for referral of law violations to legal authorities •Speaks to developing & maintaining relationships with law enforcement / other gov agencies and establishing procedures 	Yes	4310, District Relationships with Law Enforcement and other Government Agencies; December 2018
4314	Notification of Threats of Violence or Harm <i>(Included in Board Resolution No. 2019/20-28)</i>	2011	<ul style="list-style-type: none"> •Requires notifications to subjects of threats, their parents, and staff •Cross-references to relevant discipline policies •Provides for referrals to community agencies (law enforcement, mental health) •Cites staff reporting requirements and immunity 	Yes	4314, Notification of Threats of Violence or Harm; December 2019
4315	Release of Information Concerning Sexual and Kidnapping Offenders	2011	<ul style="list-style-type: none"> •Provides for dissemination of information as requested by law enforcement agencies 	No	4315, Release Of Information Concerning Sexual And Kidnapping Offenders; October 2010

	<p style="text-align: center;">REMOVAL/RELEASE OF STUDENT DURING SCHOOL HOURS</p>	<p style="text-align: center;">Policy No. 3124 December 7, 2011 Page 1 of 1</p>
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The Board recognizes its responsibility for the proper care of students during school hours. Students shall not be removed from school grounds, any school building or school function during school hours except by a person duly authorized in accordance with district procedures. Before a student is removed or excused, the person seeking to remove the student must present to the satisfaction of the Superintendent, principal or designee evidence of his/her proper authority to remove the student. A teacher should not excuse a student from class to confer with anyone unless the request is approved by the principal or his or her designee. The Superintendent is authorized to establish procedures for the removal of a student during school hours.

Prior to sending a student to his/her home for illness, discipline or a corrective action, the principal or his or her designee shall attempt to reach the student's parent or guardian to inform him/her of the school's action and to request that he/she come to the school for the child. If the principal or his or her designee cannot reach the parent or guardian, the student shall remain at school until the close of the school day. A student may be released to a law enforcement officer in accordance with district policy.

Adopted: December 2011

Revised:


Cross Reference: Policy Nos. 3418; 4310

Related Superintendent Procedure:

Previous Policies: D117.00

Legal References: RCW 28A.605.010 Removing child from school grounds during school hours--
Procedure

Management Resources:

	<p>WRITTEN RULES OF STUDENT CONDUCT</p>	<p>Policy No. 3200 August 15, 2012 Page 1 of 2</p>
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It is the policy of the Seattle School Board to adopt written rules regarding pupil conduct, discipline, and rights. To accomplish this objective, the Seattle School Board will annually approve a Student Rights and Responsibilities document pertaining to student rights, conduct, and corrective actions, updated by the superintendent. This will be made available to all students, their parents, and school staff. Reasonable student and parent access to this SR&R document will be provided in print and also be provided on the District website. A condensed “Basic Rules of Seattle Public Schools” flyer will be provided to all students and their parents at the beginning of each school year and when students newly enroll in Seattle Public Schools.

It is the further policy of the Seattle School Board that student discipline rules and procedures will follow the substantive and procedural due process guarantees established by the Superintendent of Public Instruction, WAC 392-400. Further these discipline rules will be in accordance with the Individuals with Disabilities Education Act (IDEA), its implementing regulations, and other federal laws.

It is the further policy of the Seattle School Board that district schools are authorized to adopt written school rules that are not inconsistent with federal or state laws, or policies of Seattle Public Schools. The school principal and staff shall confer at least annually to develop and/or review student conduct standards and the uniform enforcement of those standards for the school. They shall ensure that school rules are published in student handbooks or provide parents and students reasonable electronic access to and knowledge of school rules.

Adopted: August 2012

Revised:

Cross Reference: Policy No. 3240

Related Superintendent Procedure:


Previous Policies: D72.00

Legal References: RCW 28A.600.010 Enforcement of Rules of Conduct; RCW 28A.600.020 Government of schools, pupils, employees optimum learning atmosphere; RCW 28A.600.040 Pupils to Comply with Rules and Regulations; RCW 28A.600.410 Alternatives to Suspension Encouraged; RCW 28A.600.460 Classroom Discipline; WAC 392-400-020 Responsibilities

Related to Discipline of Students; WAC 392-400-210 Student Responsibilities and Duties; RCW 28A.400.110 Principal to assure appropriate discipline; RCW 28A.150.240 Basic Education Act of 1977 – Certificated teaching and administrative staff as accountable for class room teaching; RCW 28A.405.060 Course of study and regulations – Enforcement; 20 U.S.C. 1400 et seq. Individuals with Disabilities Education Act (IDEA)

Management Resources: Basic Rules of Seattle Public Schools Document; Student Rights & Responsibilities Document; Discipline procedures at

<http://district.seattleschools.org/modules/cms/pages.phtml?pageid=228314>

	<p style="text-align: center;">PROHIBITION OF HARASSMENT, INTIMIDATION, OR BULLYING – STUDENTS</p>	<p style="text-align: center;">Policy No. 3207 July 8, 2020 Page 1 of 4</p>
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The district is committed to a safe, civil, and equitable environment for all students, employees, parents/legal guardians, volunteers, and patrons, that is free from harassment, intimidation or bullying. To ensure the entire Seattle Public Schools community is educated or can work in a safe and nurturing environment, the following beliefs support this policy:

- **A belief** that a positive school climate built on the principles of “acceptance” and “respect” is conducive to learning and thus allows students or adults to do their best both cognitively and emotionally.
- **A belief** that the district has the opportunity to create safe and positive education and work environments through the implementation of policy and procedure.
- **A belief** that students, staff, parents, and the community have a vested interest in, and should work together to promote, healthy social, emotional, and learning outcomes.

This policy applies when the targeted person of harassment, intimidation, or bullying is a student. Refer to Policy 5207 if the targeted person is a District staff member or volunteer.

As defined in legislation, “harassment, intimidation or bullying” means any intentional electronic, written, verbal, or physical act including, but are not limited to, one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A.642.010, or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- Physically harms a student or adult or damages the student’s or adult’s property; or
- Has the effect of substantially interfering with a student’s education or the adult’s work environment; or
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational or work environment; or
- Has the effect of substantially disrupting the orderly operation of school or work.

Nothing in this section requires the affected student or adult to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

“Other distinguishing characteristics” can include, but are not limited to, physical appearance, clothing or other apparel, socioeconomic status, or weight.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

This policy recognizes that “harassment,” “intimidation,” and “bullying” are separate but related behaviors. Each must be addressed appropriately. The accompanying procedure differentiates the three behaviors; however, this differentiation should not be considered part of the legal definition of these behaviors.

Harassment, intimidation or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules.

Training

This policy is a component of the district’s responsibility to create and maintain a safe, civil, respectful, and inclusive learning community and shall be implemented in conjunction with comprehensive training of staff and volunteers. Specific training requirements will be included in the accompanying Superintendent Procedure.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor and to restore a positive school climate.

The district shall consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions may include, but are not limited to, counseling, correcting behavior and discipline, restorative practices when voluntary and appropriate, law enforcement referrals, and other remedies or responses as appropriate.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation, or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free appropriate public education (FAPE). The meeting should occur regardless of whether that harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring, and/or reevaluation or revision of the student's IEP or Section 504 Plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The Superintendent shall appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI.

The Superintendent is directed to develop procedures for this policy, as necessary.

Adopted: December 2011

Revised: July 2020


Cross Reference: Policy Nos.2161; 3200; 3208; 3210; 3240; 3241; 5207; 5281

Related Superintendent Procedure: 3207SP; 3208SP; 3210SP.B; 3210SP.C; 5207SP

Previous Policies:

Legal References: RCW 28A.600.477 Prohibition of harassment, intimidation, and bullying; WAC 392-190-059 Harassment, intimidation, and bullying prevention policy and procedure – School districts

Management Resources: *Policy Alert*, August 2019; *Policy News*, July 2019

	<p>SEXUAL HARASSMENT</p>	<p>Policy No. 3208 December 7, 2011 Page 1 of 2</p>
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The Seattle School District is committed to a positive and productive education and work environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities.

Sexual harassment occurs when:

- A. Submitting to the harasser's sexual demands is a stated or implied condition of obtaining an education or work opportunity or other benefit;
- B. Submission to or rejection of sexual demands is a factor in an academic, work or other school-related decision affecting an individual; or
- C. Unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

The district will take prompt, equitable and remedial action within its authority on reports, complaints and grievances alleging sexual harassment that come to the attention of the district, either formally or informally. Allegations of criminal misconduct will be reported to law enforcement and suspected child abuse will be reported to law enforcement or Child Protective Services. Persons found to have been subjected to sexual harassment will have appropriate school district services made reasonably available to them and adverse consequences of the harassment shall be reviewed and remedied, as appropriate.

Engaging in sexual harassment will result in appropriate discipline or other appropriate sanctions against offending students, staff and contractors. Anyone else who engages in sexual harassment on school property or at school activities will have their access to school property and activities restricted, as appropriate.

Retaliation against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

The Superintendent shall develop and implement formal and informal procedures for receiving, investigating and resolving complaints or reports of sexual harassment. The procedures will include reasonable and prompt timelines and delineate staff responsibilities under this policy. All staff are responsible for receiving informal complaints and reports of sexual harassment and informing appropriate district personnel of the complaint or report for investigation and resolution. All staff are also responsible for directing complainants to the formal complaint process.

The Superintendent shall develop procedures to provide age-appropriate information and education to district staff, students, parents and volunteers regarding this policy and the recognition and prevention of sexual harassment. At a minimum sexual harassment recognition and prevention and the elements of this policy will be included in staff, student and regular volunteer orientation.

This policy shall be posted in each district building in a place available to staff, students, parents, volunteers and visitors. The policy shall be reproduced in each student, staff, volunteer and parent handbook.

The Superintendent shall make an annual report to the Board reviewing the use and efficacy of this policy and related procedures. Recommendations for changes to this policy, if applicable, shall be included in the report. The Superintendent is encouraged to involve staff, students, and volunteers and parents in the review process.

Adopted: December 2011

Revised:


Cross References: Policy Nos. 3207; D50.00; D51.00; 3200; 3210; 3240; 3241

Related Superintendent Procedure: 3208SP; 3207SP.A; 3207SP.B

Previous Policies: D49.00

Legal References: WAC 392-190-057 Sexual harassment policy; RCW 28A.300.285 Harassment, intimidation and bullying prevention

Management Resources: *Policy News*, December 2010; April 2008; April 2002

	NONDISCRIMINATION, ACTS OF HOSTILITY & DEFAMATION	Policy No. 3210 March 7, 2018 Page 1 of 2
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Seattle Public Schools (“the District”) shall provide equal educational opportunity and treatment for all students, and is committed to nondiscrimination in all aspects of the District’s academic, athletic, and activities programs. The District prohibits discrimination on the basis of any of the following categories: sex (gender); 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 by a person with a disability.

Acts of discrimination, hostility, defamation, whether verbal or physical, will not be tolerated and constitute grounds for immediate disciplinary action. Further, District programs shall be free from sexual harassment, as provided in Board Policy No. 3208 and Superintendent Procedure 3208SP.

Retaliation against any person who makes or is a witness in a discrimination complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation.

The District shall comply with all state or federal laws as may pertain to this subject.

The Superintendent is authorized to designate a staff member to serve as the nondiscrimination compliance officer for this policy. The Superintendent is authorized to develop procedures governing the nondiscrimination complaint process and any other procedures as required by law and this policy.

Adopted: April 2012

Revised: March 2018


Cross Reference: Policy Nos. 2015; 2020; 2030; 2140; 2150; Student Rights & Responsibility Handbook

Related Superintendent Procedure: 3210SP.A & 3210SP.B

Previous Policies: D47.00; D49.00; D50.00

Legal References: RCW 28A.640 Sexual Equality; RCW 49.60 Discrimination — Human rights commission; RCW 28A.642 Discrimination prohibition; 42 U.S.C. §§ 12101-12213 Americans

with Disabilities Act; WAC 392-400-215 Student rights; WAC 392-190 Equal Educational Opportunity - Unlawful Discrimination Prohibited
Management Resources: *Policy News*, August 2007

	<p>SCHOOL-BASED THREAT ASSESSMENT</p>	<p>Policy No. 3225 MONTH XX, 2020 Page 1 of 4</p>
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The Seattle School Board is committed to creating healthy, supportive, and culturally responsive environments from the classroom to the central office. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment and management. School-based threat assessment programs will be supported by District level threat assessment staff in both the school-based threat assessment process and the management of plans created by school-based teams to manage or reduce the threatening, or potentially threatening, behavior of a student.

A safe and healthy school climate is important in promoting a sense of belonging and supporting excellence for each and every student. Threat assessment best occurs in school climates that 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. Student behavior, rather than a student’s demographic or personal characteristics, will serve as the basis for a school-based threat assessment. In addition, an equity lens will be applied to each school-based threat assessment. The lens also identifies concerns for bias toward underserved populations and minority groups that may lead to overreaction or unnecessary discipline.

The threat assessment process is distinct from student discipline procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension or expulsion and the district will not impose suspension or expulsion, including emergency expulsion, *solely* for investigating student behavior or conducting a threat assessment. Further, suspension, or other removal from the school environment may create the risk of triggering either an immediate or a delayed violent behavioral response, unless such actions are coupled with containment and support. However, nothing in this policy precludes district staff from acting immediately to address an imminent threat, including imposing an emergency expulsion, if the district has sufficient cause to believe that the student’s presence poses an immediate and continuing danger to other students or school staff or an immediate and continuing threat of material and substantial disruption of the educational process. If a disciplinary response is imposed, the district will follow all conditions and limitations set forth in the Washington Administrative Code and outlined in the Seattle Public Schools’ Student Rights and Responsibilities document which includes but is not limited to parent/guardian notification and disciplinary grievance and appeal rights.

Structure of Threat Assessment Teams

The superintendent shall establish and ensure the training of a multidisciplinary, multiagency threat assessment team or more than one such team to serve district schools. As the threat assessment team must be multidisciplinary and multiagency, and must have received training to address implicit bias and challenge systemic racism, it may include persons with expertise in:

- Counseling, such as a school counselor, a school psychologist and/or school social worker,

- School leadership, such as a principal or other school leader,
- Other district or school staff,
- Community resources,
- Special education teachers, and a
- Practicing educational staff member.

Not every multidisciplinary team member need participate in every threat assessment. When faced with a potential threat by, or directed towards, a student receiving special education services, the threat assessment team must include a team member who is a special education teacher.

Although parents, guardians, or family members are often interviewed as part of the threat assessment process, neither the student nor the student's family members are part of the threat assessment team. This does not diminish the district's commitment that school staff will make every reasonable attempt to notify the parents/guardians of the alleged threat and to involve parents/guardians and the student in the resolution of the student's behavioral violations, consistent with Policy Board Policy No. 3240, Student Behavior and Disciplinary Responses, and the Seattle Public Schools' Student Rights and Responsibilities document.

Function of Threat Assessment Team

Each threat assessment team member, whether a teacher, counselor, school leader, other school staff, contractor, consultant, volunteer, or other individual, functions as a "school official with a legitimate educational interest" in educational records controlled and maintained by the district. The district provides the threat assessment team access to educational records as specified by the Family Educational Rights and Privacy Act (FERPA). No member of a threat assessment team shall use any student record beyond the prescribed purpose of the threat assessment team or re-disclose records obtained by being a member of the threat assessment team, except as permitted by FERPA.

The threat assessment team:

- Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property. Threats of self-harm or suicide unaccompanied by threats of harm to others should be promptly evaluated according to Board Policy No. 2145, Suicide Prevention.
- Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication. The purpose of the interviews is to evaluate the individual's threat in context to determine the meaning of the threat and intent of the individual. The threat assessment team may request and obtain records in the district's possession, including student education, health records, and criminal history record information. The purpose of obtaining information is to evaluate situational variables, rather than the student's demographic or personal characteristics.
- Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk. The threat assessment team will not base a determination of threat on generalizations or

stereotypes. Rather, the threat assessment team makes an individualized assessment, based on reasonable judgment, best available objective evidence, or current medical evidence as applicable;

- Communicates lawfully and ethically with each other, school leaders, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff; and
- Reports its determination to the superintendent or designee in a timely manner.

Depending on the level of concern determined, the threat assessment team develops and implements supports and intervention strategies to shape and change the student's behavior in ways that promote a safe, positive, consistent, and predictable teaching and learning environment, without excluding the student from the school.

In cases where the student whose behavior is threatening or potentially threatening also has a disability, the threat assessment team aligns supports and intervention strategies with the student's individualized education program (IEP) or the student's plan developed under Section 504 of the rehabilitation act of 1973 (Section 504 plan) by coordinating with the student's IEP team or Section 504 plan team. Although some of the functions of a school-based threat assessment may run parallel to the functions of a student's IEP team or Section 504 plan team, school-based threat assessments remain distinct from those teams and processes.

Data Collection, Review and Reporting

The Superintendent shall establish procedures for collecting and submitting data related to the school-based threat assessment program that comply with OSPI's monitoring requirements, processes, and guidelines. The Superintendent will annually report to the Board on the use of the school-based threat assessment program.

Other tasks of Threat Assessment Team

The threat assessment team may also participate in other tasks that manage or reduce threatening or potentially threatening behavior and increase physical and psychological safety. This may include:

- Providing guidance to students and staff regarding recognition of behavior that may represent a threat to students, staff, school, the community, or the individual;
- Providing informational resources for community services boards or health care providers for medical evaluation or treatment, as appropriate;
- Assessing individuals other than students whose behavior poses a threat to the safety of students or staff and notify the superintendent or designee of such an individual.

The Superintendent or their designee is granted the authority to develop procedures to implement this policy.

Adopted: MONTH 2020

Revised:

Cross Reference: Policy Nos. 0030, 2145, 2161, 2162, 3143, 3231, 3240, 3248, 3432, 4200, 4210, 4310, 4314


Related Superintendent Procedure:

Previous Policies:

Legal References: Chapter 28A.300 RCW; Chapter 28A.320 RCW; CFR 34, Part 99, Family Educational Rights and Privacy Act Regulations

Management Resources: *Policy & Legal News*, December 2019

DRAFT

	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>

	PROHIBITION OF CORPORAL PUNISHMENT	Policy No. 3244 September 5, 2018 Page 1 of 1
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The use of corporal punishment is prohibited in Seattle Public Schools. Corporal punishment is defined as any act that willfully inflicts or willfully causes the infliction of physical pain on a student.

Corporal punishment does not include:

- A. The use of reasonable physical force by an administrator, teacher, other school employee or volunteer as necessary to maintain order to prevent a student from harming him/herself, other students, school staff, other persons, or property;
- B. Physical pain or discomfort resulting from or caused by training for or participation in athletic competition or recreational activity voluntarily engaged in by a student; or
- 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.

Adopted: December 2011

Revised: September 2018

Cross Reference: Policy No. 3246

Related Superintendent Procedure:


Previous Policies:

Legal References: RCW 28A.150.300 Corporal punishment prohibited – Adoption of policy;

WAC 392-172A-03130 Aversive interventions – Conditions; WAC 392-400-235 Discipline –

Conditions and limitations

Management Resources:

	RESTRAINT, ISOLATION, AND OTHER USES OF PHYSICAL INTERVENTION	Policy No. 3246 March 20, 2019 Page 1 of 2
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It is the policy of the Seattle School Board that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under Section 504 of the Rehabilitation Act of 1973, shall remain free from unreasonable restraint, restraint devices, isolation and other uses of physical intervention. Under no circumstances will these techniques be used as a form of discipline or punishment.

The least amount of restraint, isolation, and other uses of physical intervention needed, as defined in the accompanying procedure, may be used when necessary to prevent or minimize imminent bodily injury to self, others, or to protect property, if de-escalation interventions have failed or are inappropriate.

Use of restraint, isolation, and other forms of physical intervention may be used on any student when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm,” as defined by WAC 392-172A-01092 and WAC 392-172A-01109 and explained in the accompanying procedure. Serious harm includes physical harm to self, another, or property.

Staff will closely monitor the use of restraint, isolation, and other forms of physical intervention to prevent harm to the student and will use the minimum amount of such actions to protect the safety of students, staff and property. The restraint, isolation, and other forms of physical intervention will be discontinued when the likelihood of serious harm has dissipated.

This policy is intended to address students enrolled in the district and not intended to prevent or limit the use of restraint, isolation, or other physical intervention as necessary with adults or other youth from outside the school, as allowed by law.

The Superintendent will annually report to the Board on the use of restraint, isolation, and other uses of physical intervention. The Superintendent or his/her designee is granted the authority to develop procedures to implement this policy.

Adopted: December 2011

Revised: March 2019; March 2016; July 2014


Cross Reference: Policy Nos. 2161; 2162; 3244

Related Superintendent Procedure: 3246SP

Previous Policies: Policy No. 3247

Legal References: RCW 9A.16.020 Use of Force — When lawful; RCW 9A.16.100 Use of Force on Children — Policy — Actions presumed unreasonable; RCW 28A.150.300 Corporal Punishment Prohibited; RCW 28A.155.210 Use of restraint or isolation — Requirements for procedures to notify parent or guardian; RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973 — Procedures — Definitions; WAC 392-400-235 Discipline — Conditions and limitations; WAC 392-172A Rules for the Provision of Special Education, WAC 392-172A-01092 Imminent; WAC 392-172A-01109 Likelihood of serious harm

Management Resources: *Policy News*, October 2015; December 2008

	<p>FIREARMS AND DANGEROUS WEAPONS PROHIBITION FOR STUDENTS</p>	<p>Policy No. 3248 November 20, 2013 Page 1 of 2</p>
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It is the policy of the Seattle School Board that district programs promote and support student access to instruction, while maintaining a welcoming, supportive, safe, and healthy environment.

Therefore, it is the policy of the Seattle School Board that all students are prohibited from carrying or possessing a firearm or other dangerous weapon (as defined by federal and state law and district policy and procedures) on school property, on school-provided transportation, in areas of facilities being used exclusively by public schools, or at school-sponsored events or activities.

RCW 9A.41.280(2) indicates that bringing a dangerous weapon on school property constitutes grounds for expulsion. In the event a student has brought a dangerous weapon to school but has not used it, the student will at a minimum be temporarily excluded from the school environment while a thorough assessment of the particular situation is completed. The student may be temporarily placed in another environment where they will be able to continue with their school work. This does not apply to a student with a firearm or who uses a weapon to threaten or attack another person.

As stated in RCW 28A.600.420(1), “any student who is determined to have carried a firearm on to, or to have possessed a **firearm** on school district property, school-provided transportation, areas of facilities while being used exclusively by public schools, or at school-sponsored events or activities shall be expelled from school for not less than one year.” If a student is expelled from a school, the district will work with families and agencies to seek to provide if reasonably possible a safe learning environment where the student may continue their education.

RCW 28A.600.420(6) also states that “a school district may suspend or expel a student for up to one year, if the student acts with malice as defined under RCW 9A.04.110 and displays an instrument that **appears to be a firearm**, on public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools.”

Students have the right to appeal their disciplinary action in accordance with procedures set out in the Student Rights & Responsibility brochure and Superintendent Procedures for this policy.

Violations of this policy will be reported annually to the Office of Superintendent of Public Instruction.

Weapons-Free Zone signs shall be posted in all school facilities.

The Superintendent is granted the authority to adopt procedures to implement this policy and the requirements of RCW 28A.600.420.

Adopted: November 2013

Revised:


Cross Reference: Policy No. 4210; Student Rights & Responsibilities Handbook, E-310 Firearms and E-320 - Dangerous Weapons

Related Superintendent Procedure: 3248SP

Previous Policies: D80.00

Legal References: RCW 9.41.250 Dangerous Weapons; RCW 9.41.280 Possession of Dangerous Weapons on School Facilities; RCW 28A.600.420 Firearms on School Premises, Transportation, or Facilities – Penalty – Exemptions; 18 U.S.C. § 921 Firearm Defined; 20 U.S.C. § 8921 Gun Free Schools Act of 1994

Management Resources:

	<p>CHILD ABUSE, NEGLECT AND EXPLOITATION PREVENTION</p>	<p>Policy No. 3421 April 4, 2012 Page 1 of 2</p>
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It is the policy of the Seattle School Board that any case of suspected child abuse, neglect, or exploitation shall be immediately reported as required in state law and Board policy, and that appropriate follow-up measures will be taken by the Superintendent or designated representative.

All professional school personnel who have reasonable cause to believe that a child has experienced abuse, neglect, or exploitation shall report such incident to law enforcement or the Children’s Protective Services Staff at the first opportunity and in no case longer than forty-eight (48) hours after the finding of possible abuse or neglect. If a household member is believed to be the perpetrator of child abuse, neglect, or exploitation, the report should be made to Child Protective Services. If a non-household member is believed to be the perpetrator of the suspected child abuse, neglect or exploitation, the report should be made to law enforcement. For purposes of this policy, “professional school personnel” includes, but is not limited to, teachers, counselors, administrators (including departmental and area supervisors), school nurses, child care facility personnel, and other professional or certificated personnel.

All District employees who have knowledge or reasonable cause to believe that a student has been a victim of abuse, neglect, or exploitation by any person, shall immediately report such abuse, neglect, or exploitation to the appropriate school administrator. If the school administrator has reasonable cause to believe that the abuse, neglect, or exploitation has occurred, he or she shall report the incident to CPS or law enforcement.

All employees shall receive training regarding their reporting obligations under state law in their orientation training when hired and every three years thereafter.

The Superintendent is authorized to develop reporting procedures, including sample indicators of abuse and neglect, and shall disseminate the procedures to all staff. The purpose is to identify and report as soon as possible to the proper authorities all evidence of child abuse, neglect, or exploitation.

Adopted: April 2012


Revised:

Cross Reference: Policy No. 4310; 5006

Related Superintendent Procedure: 3421SP

Previous Policies: D116.00; D116.01

Legal References: RCW 13.34.300 Failure to cause juvenile to attend school as evidence under neglect petition; 13.34.020 - Legislative declaration of family unit as resource to be nurtured – Rights of child; 26.44.010 – Purpose; 26.44.020 Child abuse – Definitions; 26.44.030 Reports – Duty and authority to make – Duty of receiving agency – Duty to notify – Case planning and consultation – Penalty for unauthorized exchange of information – Filing dependency petitions – Interviews of children – Records – Risk assessment process; 26.44.060 – Immunity from Civil or Criminal Liability’ 28A.620.010 Community education provisions – Purposes; 28A.620.020 Community education provisions – Restrictions; 43.43.830 Background checks – Access to children or vulnerable persons; 28A.320.160 Alleged sexual misconduct by school employee – Parental notification – Information on public records act; 28A.400.317 Physical abuse or sexual misconduct by school employees – Duty to Report – Training; WA388-15-009 Definition of child abuse, neglect or exploitation; WAC 388-15-009 - Child abuse or neglect; AGO 1987, No. 9 Children – Child Abuse – Reporting by School Officials – Alleged Abuse by Student
Management Resources: *Policy News*, April 2010; February 2007; June 1999

	<p>SCHOOL VISITATIONS AND MAINTAINING SAFE AND ORDERLY ENVIRONMENTS</p>	<p>Policy No. 4200 April 19, 2017 Page 1 of 2</p>
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It is the policy of the Seattle School Board to encourage school visitation by parents/guardians, family members, and adult members of the community in order to observe the educational program, provided that only minimal disruption of the program occurs. Such visitation shall occur in conformance with specific District and administrative procedures and is considered authorized.

Unauthorized persons on district property are considered trespassers. District property includes, but is not limited to, district buildings, school buildings, school grounds, school sports facilities, school buses, and other premises being used for a school-sponsored event.

Visitors whose purpose is to influence or solicit students shall not be permitted on the school grounds unless the principal or designee has determined that the visit furthers the educational program of the District or the career or educational aspirations of the student. Persons recruiting for post-secondary options, including colleges, employers, and the military are not considered solicitors for the purposes of this policy.

When high schools permit military recruiters to speak with students regarding military career opportunities, the school must provide equal access for organizations that wish to counsel alternatives to, or provide additional information about, military service. If literature encouraging military service is displayed for students to read or pick up, groups counseling alternatives to military service may similarly display their literature.

If any person is under the influence of illegal and/or controlled substances, including marijuana (cannabis), or alcohol or is disrupting or obstructing any school program, activity, or meeting, or threatens to do so or is committing, threatening to imminently commit or inciting another to imminently commit any act which would disturb or interfere with or obstruct any lawful task, function, process or procedure of any student, official, classified or certificated staff member or invitee of the school district, the Superintendent or staff member in charge shall direct the person to leave immediately. If such a person refuses to leave, the Superintendent or staff member shall immediately call for the assistance of a law enforcement officer.

Persons removed from campus or whose presence on campus has been limited or restricted by the Superintendent or staff member in charge shall have the right to appeal that removal via the district's complaint process, outlined in Board Policy 4220. Persons aggrieved by the final decision of the district following the complaint process outlined in Board Policy 4220, may appeal the decision to the King County Superior Court.

The Superintendent is authorized to develop procedures to implement this policy, as necessary.

Adopted: February 2012


Revised: January 2014, April 2017

Cross Reference: Policies F44.00; F44.01 ; 2331; 3124; 3510; 4220 Related Superintendent Procedure: 4200SP.A; 4200SP.B

Previous Policies: F44.00, Unauthorized persons on school property

Legal References: RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when — Penalty; RCW 28A.635.030 Disturbing school, school activities, or meetings; RCW 28A.635.090 Interfering 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; RCW 28A.605.020 Parents' access to classroom or school sponsored activities; RCW 28A.230.180 Requiring equal access for college, occupational and military recruiters; 20 U.S.C. § 9528 No Child Left Behind Act, Military Recruiter Provision

Management Resources: *Policy News*, February 2013

	<p>WEAPONS PROHIBITION FOR ADULTS & VISITORS</p>	<p>Policy No. 4210 November 20, 2013 Page 1 of 2</p>
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It is the policy of the Seattle School Board that except for authorized law enforcement personnel all members of the public, including but not limited to non-Seattle students, employees, visitors, and vendors/contractors are prohibited from carrying or possessing weapons on school property, on school-provided transportation, in areas of facilities being used exclusively by the district, or at school-sponsored events or activities.

To keep students, staff, and visitors safe, weapons are broadly defined as: firearms, “dangerous weapons” as defined in RCW 9.41.250 and district policies and procedures, nunchucka sticks, throwing stars, “explosive devices,” BB guns, pellet guns, air guns, slingshots, hand clubs, knives, box cutters, stun guns, and taser guns. The definition of weapon also includes any object, device, or instrument that is being used with the intent to harm a person or displayed with the intent to intimidate another person.

Individuals shall be exempt from this policy only to the extent permitted by law, which includes individuals engaged in authorized military or law enforcement activities.

This policy does not apply to employees and vendors/contractors who possess devices or objects that are used in the course of their employment (e.g., tools, box cutter, scalpel, or kitchen knife). Non-student visitors may carry a small folding knife (2-1/2 inch blade or less) for personal use, provided the knife is not used or displayed as a weapon. This policy does not apply to kitchen knives when possessed and used for food preparation and culinary purposes.

Individuals eighteen years of age or older and not enrolled as a student may have firearms or dangerous weapons in their possession on school property outside of school buildings under the following limited conditions:

- A. A person who has a permit issued pursuant to RCW 9.41.070 for concealed weapons is picking up or dropping off a student.
- B. A person who is exempt from the licensing requirements in RCW 9.41.060 is picking up or dropping off a student.
- C. A person conducting legitimate business at the school and in lawful possession of a firearm or dangerous weapon if the item is secured within

an attended vehicle; is unloaded and secured in vehicle; or is concealed from view in a locked, unattended vehicle.

Individuals over eighteen years of age and individuals between fourteen and eighteen years of age with written parental or guardian permission may possess personal protection spray devices on school property. Individuals younger than 14 years of age may not possess personal protection spray devices. Personal protection spray devices may only be used in a manner consistent with the authorized use of force law as stated in RCW 9A.16.020.

The Superintendent is directed to ensure that all school facilities post “Gun-Free Zone” signs, and that all violations of RCW 9.41.280 be reported to law enforcement and the Safety and Security Department.

The Superintendent is granted the authority to develop procedures to implement this policy.

Adopted: November 2013

Revised:


Cross Reference: Policy No. 3248; Student Rights & Responsibilities Handbook, E-320 - Dangerous Weapons

Related Superintendent Procedure:

Previous Policy: D81.00 Weapons Prohibition

Legal References: RCW 9.41.250 Dangerous Weapons; RCW 9.41.280 Possession of Dangerous Weapons on School Facilities; RCW 9.91.160 Personal Protection Devices; RCW 28A.600.420 Firearms on School Premises, Transportation, or Facilities – Penalty – Exemptions; 18 U.S.C. § 921 Firearm Defined; 20 U.S.C. § 8921; Gun Free Schools Act of 1994

Management Resources:

	<p>RELATIONS WITH LAW ENFORCEMENT, CHILD PROTECTIVE SERVICES, AND THE COUNTY HEALTH DEPARTMENT</p>	<p>Policy No. 4310 June 18, 2014 Page 1 of 1</p>
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It is the policy of the Seattle School Board that district staff bears the primary responsibility for maintaining proper order and conduct in our schools. However, there are times when law enforcement, child protective agencies, and the county health department will be called upon to ensure the safety and protection of students or staff.

Staff will be responsible for holding students accountable for infractions of school or district rules, which may include minor infractions of the law occurring during school hours or at school activities. When violations of the law are involved, the principal or their designee may refer such matters to the appropriate legal authorities. Decisions to prosecute rest with the legal authority.

The district will strive to develop and maintain cooperative working relationships with law enforcement and other government agencies. The Superintendent or his designee will confer with law enforcement, child protective authorities and health department officials to establish agreed upon procedures. Such procedures should address child abuse and neglect investigations, criminal investigations, handling bomb threats, arrests by law enforcement officers on school premises, the availability of law enforcement personnel for crowd control purposes, reporting of communicable disease cases and investigations, and other matters that effect school, law enforcement, and other agency cooperation. Such procedures will be made available to affected staff and periodically revised.

The Superintendent is authorized to develop procedures to implement this policy.

Adopted: June 2014

Revised:


Cross Reference:

Related Superintendent Procedure: 4310SP

Previous Policies: D78.00

Legal References: RCW 26.44.050 Abuse or neglect of child; RCW 28A.635.020 Willfully disobeying school administrative personnel or refusing to leave public property, violations, when – Penalty; RCW 10.31.100 Arrest without warrant; RCW 13.40.040 Taking Juvenile Into Custody, Grounds; RCW 13.40.140 Juveniles entitled to usual judicial rights; RCW 28A.225.060 Custody and disposition of child absent from school without excuse

Management Resources: *Policy News, July 2013*

	<p>NOTIFICATION OF THREATS OF VIOLENCE OR HARM</p>	<p>Policy No. 4314 September 7, 2011 Page 1 of 2</p>
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Students and school employees who are subjects of credible threats of violence or harm shall be notified of the threats in a timely manner. Parents shall be included in notifications to students who are subjects of threats of violence or harm. If there is a specific and significant threat to the health or safety of a student or other individuals, the district may disclose information from education records to appropriate parties whose knowledge of the information is necessary. Timing and details of the notice will be as extensive as permitted by the federal Family Educational Rights and Privacy Act, other legal limitations, and the circumstances.

The district will address threats of violence or harm in a manner consistent with the district’s safety policies, disciplinary rules, and incident management plans.

Persons found to have made threats of violence or harm against district property, students, employees or others will be subject to relevant district discipline policies and will be referred to appropriate community agencies including law enforcement and mental health services. District staff shall work with in-district and community-based professionals and services in all relevant disciplines to address threats of violence or harm, those threatened and those making the threats. Necessary information about the person making the threat shall be communicated by the principal to teachers and staff, including security personnel.

State law provides the district, school district directors and district staff with immunity from liability for providing notice of threats in good faith. Persons who make a knowingly false notification of a threat are subject to appropriate district discipline policies and may be referred for prosecution.

The Superintendent is authorized to develop procedures for this policy, as necessary.

Definitions

1. Individual-directed threats of violence or harm are those that create fear of physical harm to a specific individual or individuals, communicated directly or indirectly by any means.

2. Building-directed threats of violence or harm are direct or indirect communications by any means of the intent to cause damage to a school building or school property (e.g., bomb threats), or to harm students, employees, volunteers, patrons or visitors.
3. A “credible” threat of violence or harm means a communication that, after an initial review and investigation, appears reasonably plausible of being carried out.

Credibility will be determined by the Principal or designee, in collaboration with the Seattle Public Schools Threat Assessment Team, for threats made by students; the Superintendent or designee, in collaboration with the Seattle Public Schools Threat Assessment Team, will determine credibility of threats made by staff members.

Reporting Requirement

Students, staff, volunteers, and others in the school community have the responsibility to report in a timely manner all threats of violence or harm to the Principal, building security specialist, and/or the Seattle Public Schools Safety & Security Department. The Safety & Security Department (through its Threat Assessment Team) will collaborate with building administrators in the internal investigation of the threat and the development of a safety plan. Based on the significance and credibility of the threat, the Principal or the Safety & Security Department may report the threat to law enforcement.

Notification to Others

To promote the safety of all concerned, the principal shall determine if classroom teachers, school staff, school security, and others working with the student(s) involved in the threat circumstance, should be notified. Subject to the confidentiality provisions cited above, principals shall consider all available information when determining the extent of information to be shared, including prior disciplinary records, official juvenile court records, and documented history of violence of the person who made the threat.

Adopted: September 2011

Revised:


Cross Reference: Policy Nos. 3207, 3240, 3241, 5281, 6513

Related Superintendent Procedure: 4314SP

Previous Policies: F43.00; F43.01

Legal References: RCW 28A.320.128 Notice and disclosure policies — Threats of violence — student conduct — Immunity for good faith notice — Penalty; WAC 392-400 Pupils; 20 U.S.C. § 1232g Family Educational Rights and Privacy Act; 34 C.F.R. Part 99 FERPA Regulations

Management Resources: *Policy News*, February 2010; February 2003

	<p style="text-align: center;">RELEASE OF INFORMATION CONCERNING SEXUAL & KIDNAPPING OFFENDERS</p>	<p style="text-align: center;">Policy No. 4315 September 7, 2011 Page 1 of 1</p>
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Law enforcement agencies receive relevant information about the release of sexual and kidnapping offenders into communities. Law enforcement agencies decide when such information needs to be released to the public. The school district has a public safety role to play in the dissemination of such information to staff, parents, students and the community and will disseminate such information under the following conditions:

- A. Receipt of a specific request from a law enforcement agency that information be disseminated to staff and/or students and parents. In every case where students are notified, parents will be notified as soon as possible.
- B. Receipt of the actual sex offender documents to be distributed. The district may duplicate the sex offender documents, but they will be distributed in the form received from the law enforcement agency.

The Superintendent is authorized to develop procedures for this policy, as necessary.

Adopted: September 2011

Revised:

Cross Reference: Policy No. 3143

Related Superintendent Procedure:

Previous Policies:

Legal References: RCW 4.24.550 Sex offenders — and kidnapping offenders — Release of information to public — When authorized — Immunity

Management Resources: *Policy News*, August 1998; October 2010