



## **Discipline Decision Making Template for All Disciplinary Responses 2021-2022**

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Description: This document is intended to serve as a guide to help school administrators in thorough and timely documentation of disciplinary incidents by students.



**Discipline Decision Making Template for All Disciplinary Responses  
2021-2022**

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

School staff will implement the disciplinary action that is most supportive to the student-school relationship, which also minimizes the loss of instructional time.

**Purpose:**

The foundation of Seattle Public Schools’ discipline policy is one of prevention, by establishing a safe and welcoming environment that includes shared school-wide behavioral expectations and a common language for talking about expected behavior that is inclusive of students, families, teachers, administrators, volunteers, and other staff within a multi-tiered support framework. Discipline procedures and strategies aim to frame the discipline process as an opportunity for learning while maintaining the student-school relationship.

This document is intended to serve as a guide to help school administrators in thorough and timely documentation of disciplinary incidents by students.

Incident entered into PowerSchool?	Y/N
Notice of Disciplinary Action (NDA) given to parent within 24 hours?	Y/N
Staff notified of student absence and plan for return?	Y/N
Manifestation Determination Review (MDT) required?	Y/N  Date scheduled? _____
Reengagement plan needed (for LTS/Expulsion)?	Y/N  Date scheduled? _____

1. Describe what happened; who has been affected, and what is needed to make things right?
2. What insights and observations have witnesses shared (staff and students)?
3. What were main mitigating and extenuating circumstances?
4. Has the family received information on the expected behavior *and* partnered with planning supports for the student/their child?
5. What previous classroom/school-based support and interventions have been provided?
6. What disciplinary responses have been used previously, including exclusionary practices?
7. Teacher feedback on student strengths, need for support, and how to reengage in learning environment.
8. Does student have a 504 or IEP? (If yes, please review prior to making a decision.)

9. Do you need to consult with other school leaders, Ed Director, Behavior/Discipline, OCR, Legal, Security, etc.?
  
10. What discipline decision (Classroom-Based, School-Based, In School, STS, LTS, EE, Expulsion) are you making and what mitigating and extenuating factors, prior supports/interventions, etc., support this decision?
  
11. What is the goal of the disciplinary response? What does the student need from school staff to show up successfully in learning engagement?