



Administrator's Guide to Using the Discipline Matrix 2024-25

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:

Christine Mattfeld
Project Program Manager, Coordinated School Health
crmattfeld@seattleschools.org

This document is intended to serve as a guide to help school administrators use the Discipline Matrix while making disciplinary decisions.

Seattle Public Schools 2024-2025 Administrator's Guide to Using the Discipline Matrix

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

Seattle Public Schools recognizes:

- There is racial disproportionality in disciplinary responses within the district;
- Each situation involving discipline may be complex with underlying factors that require staff to understand the meaning of students' behaviors;
- Students, parents, and guardians have a right to be active partners in providing input prior to the school engaging in the disciplinary decision-making process;
- Those involved with the disciplinary decision-making process should consider mitigating and extenuating factors; and
- There is an undeniable negative impact on student engagement and graduation rates when exclusionary practices are used.

Seattle Public Schools staff are ethically bound to:

- Ensure an inclusive, safe, and welcoming environment where students feel seen, heard, and valued;
- Know, care for, and establish positive relationships with students;
- Utilize verbal de-escalation skills in addressing student behavior;
- Provide students the opportunities to learn from mistakes with culturally responsive behavioral, social, and emotional support;
- Implement disciplinary responses that are least disruptive to the student-school relationship, while also maximizing instructional time;
- Partner with students and their families to identify and support their needs;
- Examine their own implicit bias, while working from a culturally responsive and trauma informed lens;
- Seek out, attend, and engage in professional learning that promotes the use of anti-racist practices;
- Be responsible for teaching and modeling accountability, repairing and restoring relationships with students, and ensuring fair and transparent responses to practices.

When considering disciplinary actions:

- Understand the purpose of discipline is to support positive behavior change and not to exclude or punish;
- Engage early on with students, parents/guardians, community-based organizations, and other staff to identify alternative disciplinary responses (see Page 3);
- Use a variety of ways to support student behavior once harm has occurred, while minimizing the use of exclusionary practices and encouraging the resolution of problems within the school setting;
- Implement disciplinary responses that are least disruptive to the student-school relationship, while also maximizing instructional time;
- Be responsible for teaching and modeling accountability, repairing, and restoring relationships with students, and ensuring fair and transparent responses to practices.

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

<u>Possible Mitigating Factors</u>	<u>Possible Extenuating Factors</u>
<ul style="list-style-type: none"> - Student has a pattern of behavior that has not been adequately addressed by school staff - Student has an IEP or 504, a Manifestation Determination Review been completed and the behavior is determined to be a function of their disability - Little or no prior documented misconduct - Student has experienced systemic racism in the education system - Student may have been impacted by the implicit bias of school staff - Minimal damage - No injury or damaged caused - Little potential of harm - No evidence that student intended to display or use the weapon - Student offers credible evidence that they had the weapon for legitimate purposes away from school and unintentionally brought the object to school - The weapon was a small pocket-knife with a blade of 2.5 inches or less - Student was primarily acting defensively - Student's intent or purpose - Student's age and/or inability to understand potential consequences of the conduct (consider the developmental age} - Admitted or self-reported conduct - Student attempted, but failed to or was prevented from, carrying out the conduct - Subsequent remedial steps, including restitution to district or victim of misconduct - Subsequent action taken by student to make amends for misconduct with school staff - Property returned to victim - Cultural or linguistic factors that may have played a role in the misconduct - Appropriateness of student's academic placement - Student's willingness to repair the harm 	<ul style="list-style-type: none"> - Pattern of similar misconduct - Significant impact of incident on overall school community - Substantial disruption to learning of others caused by student's defiance - Student attempts to solicit or incite others to engage in behavior - Significant damage (in extent or cost) - Potential of serious harm - Intent or purpose in setting fire - Serious actual or potential injury - Use of an object or weapon - Premeditated conduct - Multiple students assaulting a single student - Prior assault(s), threat(s), harassment, or bullying by the student against the same victim - Exceptional severity or cruelty - Previous discipline record of student warranting progressive discipline - Student's presence on campus is determined to be a threat to the safety of others - Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim - Student used the weapon in furtherance of an assault, to intimidate another, cause injury, and/or to cause physical damage to property - Student displayed, activated, or discharged the weapon in a reckless manner - Evidence of premeditation - Threats of serious injury - Pattern of similar misconduct against the same victim - The weapon is a firearm - The object appears to be a firearm and the student displaying or using the object does so with malice

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

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

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

Key	
OSCR/HIB	Office of Student Civil Rights, Harassment, Intimidation or Bullying 206-252-0858
D/A Mediation Eligible - General	Students may be disciplined for using or being under the influence based on their behavior or appearance as determined by an administrator, school nurse, or other properly trained official regardless of whether they have a substance in their possession. Duration of suspension may be reduced with D/A Mediation Agreement that requires student to receive an assessment by a District approved substance abuse professional and maintain compliance with recommendations of the assessor, at parent/guardian/family expense. Secure Release of Information (ROI) for provider.
D/A Mediation Eligible - <i>Possession only</i>	In school suspension or short-term suspension may be reduced to school based response with online substance abuse education course per the D/A Mediation Agreement. Long term suspension may be reduced to short term or in school suspension with D/A Mediation Agreement.
D/A Mediation Eligible - <i>Distribution</i>	Long term suspension may be reduced to short term or in school suspension with D/A Mediation Agreement.
D/A Mediation Eligible - <i>Selling</i>	Long term suspension days may be reduced with D/A Mediation.
OSCR/Title IX	Office of Student Civil Rights and Title IX, 206-252-0367
School Threat Assessment	Behavioral Health and Discipline, 206-252-0822
Safety & Security	Safety and Security Office, 206-252-0707
Short Term Suspension	1-10 days
Long Term Suspension	11 - 90 days Contact the Discipline Office to consult on educational services, 206-252-0822
Emergency Removal	Provided that there is sufficient reason, can only be used in situations that the student's presence is dangerous and/or would cause substantial disruption within the school.

<p>Expulsion from School</p>	<p>Expulsion from school can only be used in consultation with the Expulsion Review Board. The Expulsion Review Board is comprised of current School Leaders and Directors of Schools who have volunteered to be a part of the board. When a School Leader is considering an expulsion from school for a student, the School Leader will need to:</p> <ol style="list-style-type: none"> 1. Call the Discipline/Behavior office and ask for a hearing. From there, the Discipline/Behavior office will coordinate the hearing, assign a group of 5 School Leaders to hear the case and then collectively, they will make a decision on whether or not the student situation warrants an expulsion from school. 2. The School Leader must submit written information to the Discipline/Behavior Office regarding the incident, impact to their school environment, supports attempted and outcomes, extenuating factors present, and the goal of the expulsion from school (please use the Discipline Decision Making Template). <p>The Expulsion Review Board hearing will take place telephonically and a decision will be provided within 24 hours of telephonic hearing and receiving the supporting documents. Given School Leaders and Executive Director of Schools demanding schedules, the expelling school must submit written documents as soon as possible for review which will allow the Expulsion Review Board to access them electronically and submit a decision without having to attend a meeting in person.</p> <p>If an expulsion from school is granted, the school leader must coordinate the transition from the expelling school to the reassignment school. Steps to take:</p> <ol style="list-style-type: none"> 1. Notify the Enrollment Office 2. Notify the School Leader at the Reassignment School 3. Participate in the development of a success reentry plan and arrange to have a representative attend the reentry meeting at the reassignment school.
<p>Expulsion from District</p>	<p>May only be used when a student possesses a firearm on school property, school-provided transportation, areas of facilities being used exclusively as school district property, or at school-sponsored events or activities.</p> <p>Any student who is determined to have carried a firearm onto, or to have possessed a firearm on, school district property, school-provided transportation, or areas of facilities while being used exclusively by public schools, shall be expelled from school for not less than one year, and law enforcement officials will be notified as required by RCW 28A.600.420 and RCW 9.41.280.</p> <p>Any student disciplined for this offense must be evaluated by the District's Threat Assessment Team prior to placement in an alternative educational environment and prior to any review by the Superintendent. Educational services will be determined for the student to continue their education.</p>