

Positive Beliefs, Positive Relationships, Positive Learning, and Positive Partnerships in Seattle Public Schools

Meaningful learning occurs in environments that are safe, positive, consistent, and predictable. When the principles of cultural intelligence, safety, respect, honesty, accountability, and equity are exhibited throughout a system, trusting relationships result and excellence for each and every student can be achieved.

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

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

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

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

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

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

The foundation of Seattle Public Schools' discipline policy is one of prevention, by establishing a positive school climate that includes shared school-wide behavioral expectations and a common language for talking about expected behavior that is inclusive of students, families,

educators, administrators, volunteers, and other staff (within a Positive Behavior Interventions and Supports (PBIS) framework). Discipline procedures and intervention strategies aim to maximize instructional time and reduce out of school consequences for behavior. This document applies to all students and is designed to educate all members of the educational community as to the rules, regulations, and due process procedures. We encourage families to review the Student Rights and Responsibilities with their student. It describes expectations at school as well as what students may expect from adults at school.

Seattle Public Schools Commitments

Eliminating opportunity gaps and ensuring educational excellence for each and every student is the issue of our time.

Seattle Public Schools recognizes:

- There is racial disproportionality in disciplinary responses within the district;
- Each situation involving discipline may be complex with underlying factors that requires staff to understand the function of students' behaviors;
- Mitigating and aggravating factors should influence the disciplinary decision-making process; and
- There is an impact when using exclusionary practices.

Seattle Public Schools staff are committed to:

- Ensuring racial equity in our educational system;
- Addressing unapologetically the needs of students of color who are furthest from educational justice;
- Working to undo the legacies of racism in our educational system;
- Knowing, caring for, and establishing positive relationships with students;
- Supporting the whole child;
- Holding all students to high expectations, and providing quality and effective instruction;
- Teaching the development of positive social, emotional, and behavioral skills in students;
- Using a variety of ways to shape behavior once harm has occurred, instead of relying on exclusionary practices;
- Implementing a disciplinary response that would be the least disruptive to the student-school relationship, and maximizes instructional time;
- Partnering with families, other staff, and community-based organizations in the event that a disciplinary response has occurred; and
- Examining their own implicit bias, while working from a culturally trauma-responsive lens that utilizes verbal de-escalation skills in an effort to create conditions in our schools that allow students to be successful.

Mission

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

Vision

Every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community.

Equity and Compliance Policy:

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

Seattle Public Schools
MS 32-149
PO Box 34165
Seattle, WA 98124-1165

For sex discrimination concerns, including sexual harassment, contact:

Title IX Grievance Coordinator
(206) 252-0367
title.ix@seattleschools.org

For disability discrimination concerns contact:

ADA/Section 504 Grievance Coordinator,
(206) 252-0306
accessibility@seattleschools.org

For all other types of discrimination, contact:

Student Civil Rights, (206) 252-0306
oscr@seattleschools.org

For employee questions about or requests for disability-related accommodations and/or complaints of alleged discrimination, including sexual harassment, contact:

Chief of Human Resources,
Seattle Public Schools
MS 33-157
PO Box 34165
Seattle, WA 98124-1165
206-252-0024 or hreeoc@seattleschools.org

SEATTLE SCHOOL BOARD

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Seattle Public Schools

The Basic Rules of Seattle Public Schools 2019 - 2020



Student Rights

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

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

Additionally, as citizens, students have fundamental rights and schools may not unduly infringe on those rights:

- Freedom from Unlawful Discrimination
- Freedom of Speech
- Freedom of Press
- Freedom to Peaceably Assemble
- Freedom to Petition for a Redress of Grievances
- Freedom of Religion
- Freedom from Sectarian Control or Influence
- Freedom from Unreasonable Searches and Seizures
- Freedom to Pursue an Education While in Custody of the District
- Right to Equal Education Opportunity

Student Responsibilities

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

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



School Responsibilities

School staff has a responsibility to:

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

What Happens if a Student Breaks a Rule?

Whenever a student is accused of breaking a rule, they have the right to explain their side of the story to their teacher, support staff, or school leader before they are disciplined. A family may also meet with school staff to help identify, problem solve, and consider other disciplinary responses. However, if the offense is significant, the student may be suspended or expelled.

In order for a school leader to emergency expel a student, a school must have sufficient cause to believe that the student's presence poses: (a) an immediate and continuing danger to other students or school personnel; or (b) an immediate and continuing threat of material and substantial disruption of the educational process. If a student is suspended, expelled, or emergency expelled they will receive the written Notice of Disciplinary Action (NDA) within 24 hours.

Student Behavioral Violations

- Arson
- Assault
- (Physical) Aggression
- Bullying, Intimidation, and Harassment
- Burglary
- Computer Trespass, Tampering, and Misuse
- Dangerous Weapons
- Disobedience
- Disruptive Conduct
- Distributing Alcoholic Beverages
- Distributing Illegal Drugs, Controlled Substances Prescription, or Over-the-counter Drugs
- Distributing Marijuana
- Extortion, Blackmail, Coercion
- False Alarm
- False Reporting
- False Threats
- Fighting
- Firearms
- Fireworks, Explosives, Chemicals, and Incendiary Devices
- Gambling
- Gang/Hate Group Activity
- Graffiti
- Hazing
- Inappropriate Language
- Inappropriate Sexual Conduct
- Inappropriate Touching
- Interference with School Authorities
- Intimidation of School Authorities
- Lewd Conduct
- Malicious Harassment
- Malicious Property Damage
- Misrepresentation
- Misuse of Computers
- Other Exceptional Misconduct
- Plagiarism
- Possessing or Using Illegal Drugs, Controlled Substances, Prescription, or Over-the-counter Drugs
- Possessing or Using Alcoholic Beverages
- Possessing or using Marijuana
- Possession of Stolen Property
- Robbery
- Rule-breaking
- Selling Alcoholic Beverages
- Selling Illegal Drugs, Controlled Substances, Prescription, or Over-the-counter Drugs
- Selling Marijuana
- Sexual Assault
- Sexual Harassment
- Small Folding Knives
- Theft
- Threats of Violence
- Toy Guns and Toy Weapons
- Toys Used As Weapons
- Trespass
- Using or Possessing Tobacco Products (electronic vapor devices)

Notice to Students and Families Required by Federal Drug-Free Schools and Communities Act of 1989

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



What if a Student Thinks They Are Being Treated Unfairly?

If the school leader proposes a disciplinary response, and a student thinks that is unfair or inappropriate, the student has the right to appeal the imposed discipline. The various processes for appealing are contained in the Student Rights and Responsibilities handbook, which may be obtained from the student's school, from the *Student Discipline Office* at 206-252-0820 or on the Seattle Public Schools' website at www.seattleschools.org.