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SCHOOLS

# Discipline Decision Making Template 2023-2024

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

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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  
2023-2024**

**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 co-created by students, families, educators, administrators, district staff, and volunteers within a Tier 1 systems framework. Discipline procedures and strategies aim to maximize instructional time and reduce out of classroom and school consequences for behavior.

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

Incident documented in PowerSchool?	Yes	No
Notice of Disciplinary Action (NDA) given to parent within 24 hours?	Yes	No
Has the NDA been provided in home language as identified by family?	Yes	No
Staff notified of student absence and plan for return?	Yes	No
Manifestation Determination Review (MDT) required?	Yes	No
	Date scheduled?	
Reengagement plan needed (for LTS/Expulsion)?	Yes	No
	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?  
Mitigating:  
  
Extenuating:
  
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. Have teacher(s) provided 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, Regional Educational Director, Behavior/Discipline, Mental Health, Office of Student Civil Rights, Title IX, Legal, Safety and Security, etc.?
  
10. What is the goal of the disciplinary response? What does the student need from school staff to show up successfully in learning engagement?
  
11. What discipline decision (Classroom-Based, School-Based, In School, STS, LTS, ER, Expulsion) are you making? What factors support this decision?