

Safe, Prepared,

JANE ADDAMS MIDDLE SCHOOL

JAGUARS



Respectful and Inclusive

Student Handbook

2017-2018

Jane Addams Middle School
11051 34th Avenue NE
Seattle WA 98125

Regular School Hours
8:55 AM – 3:45 PM

Main Office: 206.252.4500

Fax: 206.252.4501

Attendance: 206.252.4504

<http://addamsms.seattleschools.org>

www.seattleschools.org

Mission: JAMS is a community-centered, collaborative team, actively engaging students, families, and staff in a middle school experience dedicated to academic, social, and emotional growth for all.

Vision: Everyone achieving, everyone accountable, everyone growing and learning-all the time.

We are committed to:

- Academic and social-emotional growth for all students.
- Data-based decision making.
- A dedicated and highly skilled staff that wants to be part of Jane Addams Middle School.
- Avenues for student initiative, contribution, and leadership.
- Creating and maintaining a safe, secure, inclusive and nurturing environment for all.
- Continuous engagement with the entire community.
- Dynamic structures and processes to meet the ever-changing needs of our community.

JANE ADDAMS MIDDLE SCHOOL STAFF

Administration

Paula Montgomery, Principal	252-4500
Nerissa Hallberg, Assistant Principal (6 th grade students)	252-4506
Chad Barnes, Assistant Principal (7 th grade students)	252-4468
David Friedle, House Administrator (8 th grade students)	252-4509
Rose Bumgarner, Safety & Security Specialist	252-4516

Counseling

Lisa Lucas, 6 th Grade	252-4524
David Bilides, 7 th Grade	252-4508
Rebekah Sieg, 8 th Grade	252-4531

Custodial Engineer

Kim Vu	252-4477
--------	----------

Department Leads

Visual and Performing Art – Deb Schaaf
Counseling – David Bilides
ELL -Ann Van Cotthem
Language Arts , Jonathan Fox
Social Studies Bev Zanetti
Math –Jenna Velozo
Physical Education –Toni Munizza & Yaniv Elkaras
Science – Marie Claude Bourque & Leah VanMore
Special Education – Samantha Huckabee
World Language –Hong Le

Lunchroom Manager

Judi Weregland-Rummage	252-4479
------------------------	----------

Nurse

Allison Angell, RN	252-4507
--------------------	----------

Psychologist

TBD	252-4515
-----	----------

Office Staff

Karen Putnam, Office Manager	252-4500
Megan Riber, Office Assistant	252-4500
Ellen Patt, Attendance/Counseling	252-4500
Shannon Fitzwater-Ratner, Registrar	252-4500

Jane Addams Middle School 2017-18 Bell Schedule

Daily Bell Schedule

Advisory	8:55-9:28	(33 min)
Period 1	9:33-10:25	(52 min)
Period 2	10:30-11:22	(52 min)
Period 3	11:27-12:19	
1st lunch	11:27-11:57	(30 min)
Period 3	12:02-12:54	(52 min)
Period 3	11:27-12:19	(52 min)
2nd lunch	12:24-12:54	(30 min)
Period 4	12:59-1:51	(52 min)
Period 5	1:56-2:48	(52 min)
Period 6	2:53-3:45	(52 min)

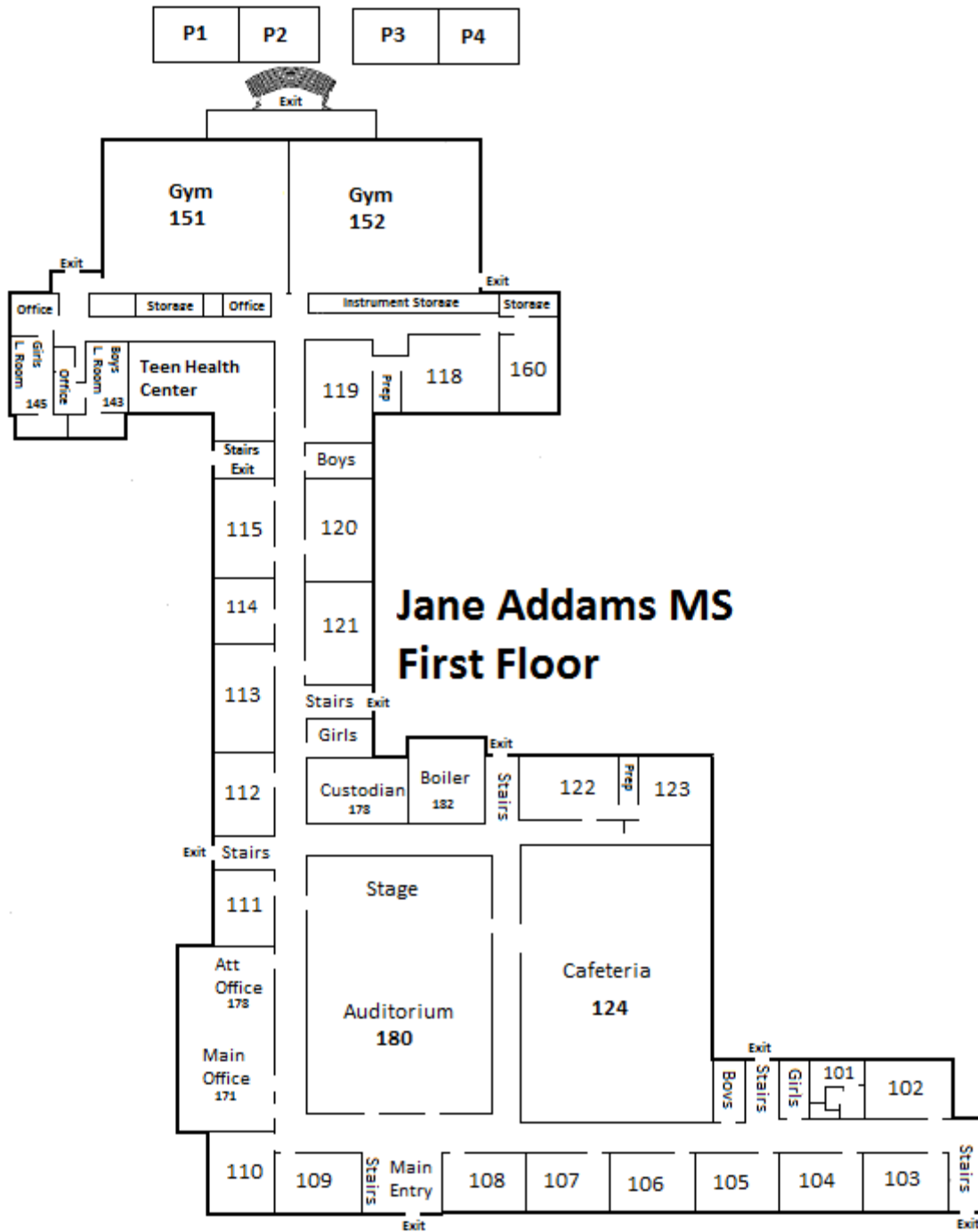
Lunch schedule is based on 3rd period teacher location. First floor classrooms have first lunch, second floor classrooms have second lunch.

Wednesday 75 minute Early Release Bell Schedule (No Advisory on Wednesdays)

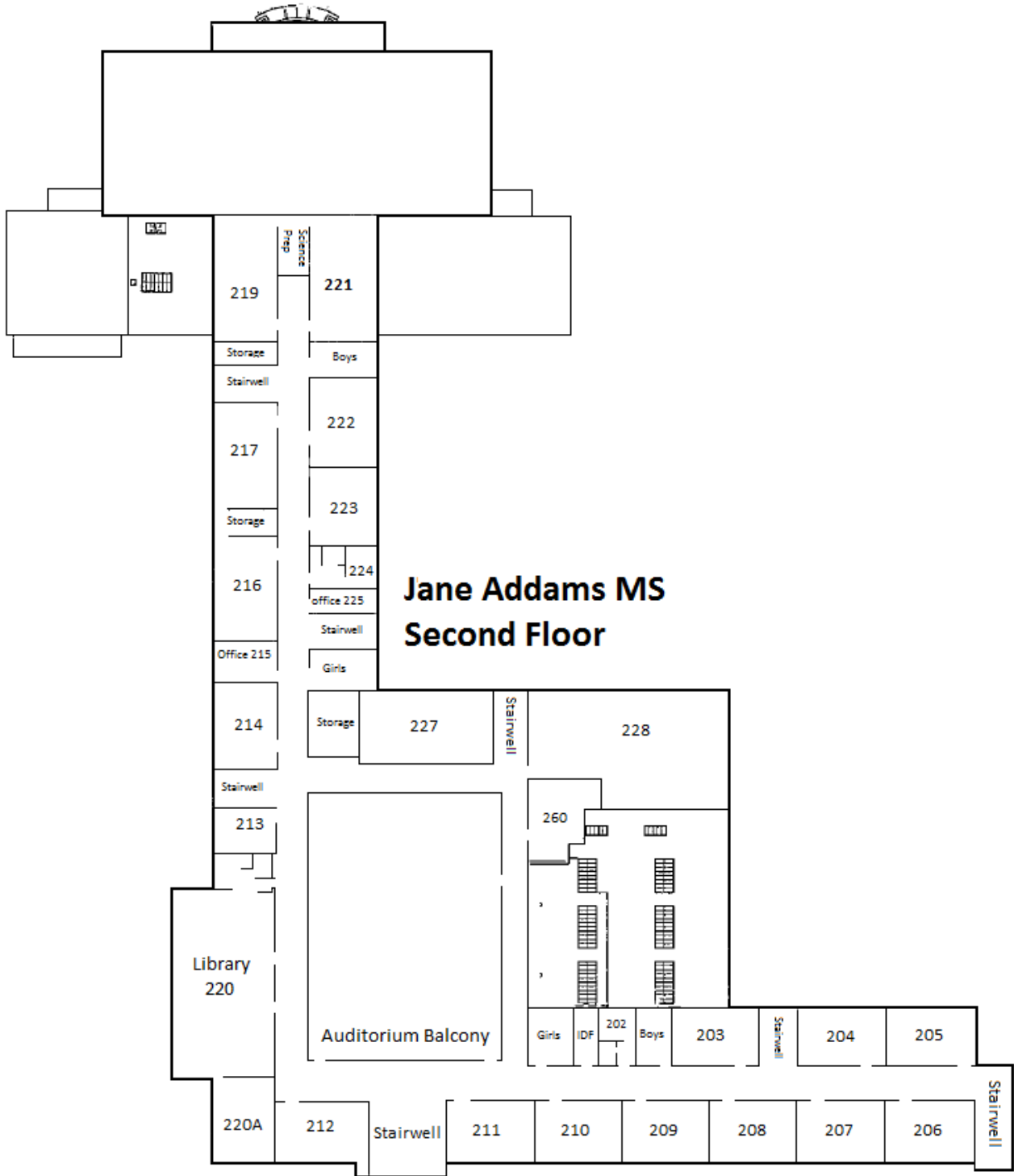
Period 1	8:55-9:45	(50 min)
Period 2	9:50-10:35	(45 min)
Period 3	10:40-11:25	(45 min)
Period 4	11:30-12:50	
1st lunch	11:30-12:00	(30 min)
Period 4	12:05-12:50	(45 min)
Period 4	11:30-12:15	(45 min)
2nd lunch	12:20-12:50	(30 min)
Period 5	12:55- 1:40	(45 min)
Period 6	1:45-2:30	(45 min)

Lunch schedule is based on 4th period teacher location. First floor classrooms have first lunch, second floor classrooms have second lunch.

Jane Addams Middle School Map



Jane Addams Middle School Map



AFTER SCHOOL HELP

All teachers are available for special help after school. It's best to make appointments for such help in advance to ensure the availability of teachers who have special meetings or appointments. Starting in October, the YMCA will host student activities and homework help four days a week after school.

ACADEMIC INTEGRITY/ PLAGIARISM

Student work must accurately represent each student's level of skill and content knowledge.

Students may work in groups or with partners on collaborative learning activities as directed by teachers. All schoolwork, whether individual or in groups, must be original or have sources properly cited.

Students should respect copyright laws and cite any information obtained from sources according to standard form (library has bibliography samples).

Any form of academic dishonesty is prohibited and subject to disciplinary measures.

Academic dishonesty, cheating, and plagiarism are defined as:

- Copying or stealing another's work and submitting it as your own
- Using any electronic or written information during tests or quizzes without teacher permission
- Allowing another person to copy your work and submit it as their own
- Doing another person's work for them
- Buying or selling schoolwork or answers
- Providing another person with answers or related content to homework, tests, or quizzes
- Copying or stealing teachers' answer keys or teachers' edition texts
- Copying work from books or the internet without properly citing sources and submitting it as your own

Consequences:

1. Teacher reviews academic integrity with the student, writes referral, and contacts parent/guardian. The student will be required to redo the assignment in order to receive credit and/or show mastery of standards. (Failure to redo the assignment/test will result in no credit earned/zero for assignment)

2. Students should refer to the syllabus for a specific class regarding the teacher's specific policies around redoing assignments and receiving credit.

3. Subsequent offenses will result in additional consequences, including loss of credit for assignment/test, and school based consequences.

AFTER SCHOOL SPORTS

Students may participate in soccer, track, basketball, volleyball and ultimate Frisbee. Students must have a physical exam and insurance prior to participating. Student athletes must have a GPA of 2.0 or above and are required to turn in a weekly grade sheet throughout the season. Students must complete a Sports Participation Form which includes a physical exam, proof of insurance, and a signed medical emergency release. All previous sport equipment/uniforms must be returned or replaced and fines must be cleared. All games will be on Saturdays.

ANTI-HARASSMENT POLICY

At JAMS, it is unacceptable to tease, touch or assault someone because of:

- which country they come from
- the color of their skin
- their religion or religious dress
- the language they speak at home
- whether they have a disability
- what they wear to school
- how much money their family has
- whether they are a boy or a girl
- whether they like boys or girls
- how they look

Teasing is a form of harassment. Harassment is prohibited by the Seattle School Board, and by state and federal law-Bill #1444. *"Bullying, Intimidation, and Harassment – Engaging in intentional written, verbal or physical bullying,*

intimidating or harassing conduct that: physically harms a student or damages the student's property, is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; has the effect of substantially interfering with the student's education;; or has the effect of substantially disrupting the orderly operation of the school." Harassing someone WILL RESULT IN DISCIPLINARY ACTION.

If a student continues to harass someone after being told not to, he or she will be required to attend a parent/guardian conference with the appropriate grade level administrator and face possible suspension. The best way to STOP harassment is to TREAT EVERYONE WITH MUTUAL RESPECT.

ATTENDANCE

Attending school every day is important for student success. Illnesses and family emergencies are valid excuses for absences. **After an absence, students MUST bring a written excuse to the Attendance Office before school, or a parent/guardian MUST call the Attendance Office (252-4504) the day of the absence. You can also email Ms. Patt at epatt@seattleschools.org** Notes must include the date, reason, phone number and signature of a parent/guardian. Students who fail to bring a note or have a parent/guardian call will be subject to truancy procedures.

TARDIES

Students who arrive at school after 8:50 a.m. should report directly to the Main Office for an admit slip. If a parent/guardian can account for the tardiness, the student must bring a note the next day with the date, reason, telephone number, parent/guardian's signature.

If a student arrives at school on time but is late to the first class of the day, he/she must report to the Main Office for an admit slip. Students are expected to arrive to class on time unless properly excused and to REMAIN ON CAMPUS AND ATTEND EACH CLASS DAILY.

"On time" means inside the classroom and in a seat prior to the start of class (as signaled by the bell and/or classroom teacher) when class begins. Students with excessive tardies will be referred to the appropriate administrator and learning make-

up time will be assigned during before school, during lunch, after school, and/or on Saturdays. We need you in class, every day in order to support your success!!!

EARLY DISMISSALS

Students are permitted to leave school grounds with permission from the Main/Attendance Office, the nurse, an administrator and a parent/guardian. If a parent/guardian requests an early dismissal for a doctor or dental appointment or for family reasons, the student **must** bring a note that includes their full name, phone number, the date, reason for early dismissal and a parent/guardian signature. This note should be submitted to the Main/Attendance Office **before school** and the student will receive an Early Dismissal slip. If the student does not have a note, a parent/guardian will be required to come to the Main/Attendance Office to check him/her out. These forms are also available on our website.

GOING ON VACATION

If a student goes on vacation during the school year, the student and his/her family must notify all teachers and the Attendance Office **two weeks prior** to the trip, giving as much advance notice as possible. Teachers cannot guarantee and are not required to make assignments available for students before they leave on the trip. Upon a student's return to school, it is his/her responsibility to collect missed work from each teacher and complete it by the date agreed to by the teacher, student and parent/guardian. While students can make up missed assignments, it is impossible to make up for the classroom experience, and we encourage families to arrange vacations during scheduled school vacations and holidays.

BACKPACKS, BOOKBAGS, BAGS, PURSES

We've worked hard to make sure that every JAMS student has a locker. Students can also access their lockers between every class. Because our classrooms are small students are not permitted to carry their backpack/bookbag or bag/purse throughout the day. Teachers will ask students to return to their lockers if they bring their backpacks to class. Students are still expected to be in class, on time. Students may carry pencil pouch size bags for personal needs when necessary, it must be able to fit into a binder or

zip up notebook.

Musical Instruments should be stored in either personal or music locker. You are not permitted to bring instruments to classes other than music. If you find yourself in need of a locker closer to your classrooms, please come to the main office.

BICYCLES

Students may ride their bikes to and from school. Upon arriving at school, bikes must be parked in the bike rack and locked. The school assumes no responsibility for bicycles on school property. For the student's own protection, bikes should be registered with the Seattle Police Department.

BUSES

Students are expected to follow the "Rules for Students Riding School and Chartered Buses." Riding the bus is a privilege. If a student causes problems on the bus, he/she will risk the loss of bus transportation privileges and may be subject to other disciplinary action. **If you are planning on riding a bus, other than your official assignment, please see Ms. Patt in the main office for a Green Card.**

In case of snow, families should listen to the radio (KIRO 710 AM) or check the local news. **Please do not call the school for school closure or snow route information!**

For general transportation information call the district's office at (206) 252-0900.

CLOSED CAMPUS

JAMS is a closed campus, which means students cannot leave the school grounds without parent permission once they have arrived (even before first period) or before school dismissal. Students may not enter campus grounds when absent or suspended from school. Closed campus also means that student guests/visitors from other schools or communities are not permitted during the school day or at extra-curricular school events with the exception of athletic events. Parents, please always check into the office and sign your student out. We worry when a student is not present, and will spend a considerable amount of time seeking information if a student is not signed out properly.

COMMUNICATING WITH TEACHERS

If parents/guardians have an inquiry regarding their student, they may call or email the student's teacher. This is the first step. JAMS administrators are always happy to problem solve but teachers need to be contacted first. JAMS staff have agreed to return calls/emails to parents/guardians within 24-48 hours of receiving the initial communication request. Parents/guardians may also request a parent-teacher conference to discuss inquiries or concerns about a student's progress.

COUNSELING DEPARTMENT

Lisa Lucas, 6th grade
Teen Health Center 206.252.4524
lalucas@seattleschools.org

David Bilides, 7th grade, Head Counselor
Teen Health Center 206.252.4508
dgbilides@seattleschools.org

Ms. Sieg, 8th grade
Teen Health Center, 252-4531
rksieg@seattleschools.org

The counselors at Jane Addams Middle School support students in three areas: academic, social and emotional, and career & college awareness. We do this by meeting with students individually, in groups, and in classrooms. We answer questions and provide information. We also help students problem-solve issues which are getting in the way of their learning, preventing positive social interactions, or keeping them from enjoying their middle school years.

HOW DO I SEE MY COUNSELOR?

- There are several ways to see your counselor:
- 1) You can fill out a "Request to see Counselor" form. These will be available in your counselor's office. **Counselors will send a request report to your classroom when they are available to meet with you.**
 - 2) You can stop by your counselor's office before or after school, or during passing periods. If there's time, we will see you then,

or else we will find a time to see you as soon as we can.

- 3) Your teacher, administrator, or family member may ask us to speak with you.
- 4) You can ask any adult in school to speak with us.
- 5) We may call you down to our office to check-in, give you information, or follow-up from a previous conversation.

IS MY CONVERSATION WITH MY COUNSELOR PRIVATE?

Your confidentiality as a student is important to us! In your school counseling office, what is said there, stays there. There are some exceptions, as required by law and/or ethical standards:

- 1) If you are being harmed by someone;
- 2) If you are harming someone else;
- 3) If you are harming yourself;
- 4) If your conversation raises school safety concerns, including weapons or drugs/alcohol on campus;
- 5) Court or other legal proceedings.

Ask your counselor if you have questions about confidentiality and your privacy.

WHAT IF I HAVE OTHER QUESTIONS?

See your counselor in school, or call or e-mail your counselor. We will get back to you as soon as we can to listen to you.

DRESS CODE

Our goal at JAMS is to promote a positive learning and social environment for all students and staff. The Basic Rules of Seattle Public Schools instruct students to “dress appropriately for school in ways that will not cause safety or health problems, or disruptions.” JAMS community members have a right to not be intimidated or marginalized because of clothing choices (theirs or others’) and a right to not suffer from a hostile working environment. You and your family can determine what you wear to school using these standards.

All students **must wear:**

- Clothing that fully covers genitals, buttocks, and nipples
- Footwear: shoes or sandals

- Clothing that is required for success in certain classes as described in those class syllabi

Students **may not wear:**

- Violent language or images, or depictions of weapons;
- Language or images showing drugs (legal or illegal), alcohol, or any illegal activity;
- Hate speech, profanity, pornography;
- Language or images that create a hostile or intimidating environment based on any class or consistently marginalized group;
- Clothing that reveals undergarments (visible waistbands and visible straps are allowed);
- Swimwear (unless as part of a class or athletics);
- Bandanas;
- Any item that covers the face (except as religious observance or for medical reasons).

To ensure equitable enforcement of this dress code, school staff shall consistently follow these requirements:

- Dress code enforcement will not create disparities, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity.
- Students will not be shamed or required to pass any kind of dress code compliance in front of other students. This includes not calling attention to student clothing choices in the classrooms, hallways, and other shared spaces.
- Students will not be accused of “distracting” other students with clothing.
- Concerns about possible dress code violations will be directed to school administrators, who will be responsible for assigning consequences based solely on the requirements listed in this dress code. These can include asking students to find an alternative to their outfit (a sweater/jacket or pants already at

school), calling parents to bring alternative clothing, or other disciplinary action.

FOOD

We realize that you are growing young people and will get hungry from time to time. It's important that all students eat breakfast and lunch. However, we do not allow students to eat inside classrooms during class time because 1) rats like crumbs and rats are gross, 2) many of our students have food allergies, and 3) we want your full attention on what is happening during class.

All Jane Addams students are encouraged to eat breakfast in our cafeteria. Breakfast begins at 8:20 and ends at 8:50. Students must go directly to the cafeteria before 8:50 if they plan to eat breakfast at school. Accommodations will be made when busses are late.

Students **may:**

- Eat nutritional snacks during non-instructional time
- Consume water in class
- Eat lunch in a supervised classroom with the teacher's permission. Students must clean up all areas after eating.

Students **may not:**

- Eat food during class time
- Eat meals in the hallway

FINES

Students who have a current book fine, library fine, overdue library book and/or school fine **WILL NOT BE ELIGIBLE TO PARTICIPATE IN EXTRA SCHOOL ACTIVITIES** (i.e., activity day, class cruise, party, etc.)

HALLWAYS & BATHROOM PASSES

Students are expected to walk, not run, and to stay on the right side of the hall during passing periods. Playing, yelling, loitering, littering, public displays of affection, and horseplay is not permitted. Passing time is an opportunity for

students to use the restroom before going to the next class. There is NO drinking or eating allowed in the hallway at any time. Students must have a hall pass signed by a staff member to be in the hall during class time.

Bathroom use is expected to happen before school, after school, during lunch or during passing period. No passes for use of the bathroom or other non-essential needs are given in the first and last 15 minutes of class time. Passes are not guaranteed and are to be used responsibly by students, as there is valuable learning going on every day in the classroom that should not be missed. Students in the hallways during class time must have a visible pass. Students are expected to answer courteously with their name and show their pass when asked by an adult in the building. Students are expected to follow their teacher's procedures for bathroom pass and usage. Students that are unaccounted for ten or more minutes during a class period will be marked unexcused absent.

LIBRARY

The library is a very important place for all JAMS students. It provides access to print and electronic resources, and computers are available for student use. Library staff will help students with their information and reading needs.

Students are permitted to go to the library after they have finished eating their lunch. The library is a place for quiet study, board games, and school work. Students are permitted to use technology only for educational purposes related to school work.

LUNCHTIME ACTIVITIES

Food and beverages must be consumed in the cafeteria. Our cafeteria is a great space and we need every JAMS student to do their part to clean their tables and stack their chairs.

During lunch students are allowed in the cafeteria, library, gym, and designated playing fields after finishing their meal in the cafeteria. Students are not allowed in the hallways (since classes are still happening) during lunch except for transitioning to one of the above areas.

All students should start lunch in the cafeteria. After 10 minutes, students will be allowed to 1) go outside, 2) go to the library, or 3) remain the

lunchroom.

During lunch, students should use the restrooms located on the south side of the building (gym side). There is a boy's restroom on the first floor, gender inclusive restroom on the first floor, and the girl's restroom is on the second floor. These are the only restrooms and hallways that students should be in during lunch. Students found in other locations will be escorted back to the cafeteria and may lose their privilege of lunch time activity choice.

LOCKERS

Students will be assigned individual lockers. Students may access their lockers between each class period and before and after lunch. **Students are not permitted to access lockers during lunch.** Any locker problems should be reported to the custodian. Students are charged \$10.00 for lost locks and a new lock will not be issued until the \$10.00 fine is paid in full. ***Students are reminded that lockers are considered school property and may be opened by school authorities at any time.***

LOST AND FOUND

Any lost items will be placed in the Lost and Found area located in the Teen Health Clinic and students should check periodically to claim any lost belongings. Unclaimed lost items are donated to charity once a month.

NURSE

Jane Addams has a part-time nurse who is available all day on Tuesdays and Wednesdays and on Thursday mornings. All injuries should be reported to the nurse or a teacher. Students must have a pass from a teacher to go to the Nurse's Office from 8:55 am – 3:45 pm, even during passing period. Passes will not be issued during the first or last 15 minutes of class, unless there is an emergency.

Students should NOT call home from a teacher's room if they are sick, students should be referred to the nurse. If the student needs to go home, the nurse will call a parent/guardian and issue an early dismissal. Students should report to the Main Office if the nurse is not available. ☒

PERSONAL PROPERTY

Students should leave valuable items at home! Students are responsible for anything checked out to them or belonging to them, including cell phones and iPods. The school will attempt to protect personal property, but is not responsible if things are lost or damaged. Students are advised NOT to bring more money to school than is needed for that day. Musical instruments should be taken home each night or locked up in the Music Room. If a student has lost personal property, he/she should check the Lost and Found in the main office. **If theft is suspected, the situation should be reported to Security or to Administration**

PHYSICAL EDUCATION

Physical education clothing is required for PE classes. The PE teachers will distribute a handout on appropriate attire. Students will be able to access their lockers before and after gym class.

RESPECTING PEERS

Students do not have to like everyone, but they are expected to be respectful and make an effort to get along. If someone is not polite, students are encouraged to ignore it, report it, speak up and point out that it was not polite, or meet with a counselor or school security to solve the problem. If a student believes he/she is being harassed, he or she should SEE A SAFE ADULT IMMEDIATELY. Maliciously and intentionally intimidating or harassing another person is NOT acceptable behavior and is subject to disciplinary action.

RESPECTING STAFF MEMBERS

Students are expected to show respect, cooperate, follow instructions, and provide their name when asked to do so by any staff member or other adult in a supervisory position at the school. Likewise, JAMS staff members will show respect and support to all students. Staff members and visitors wear identification. It is fair to respectfully welcome and ask an adult who they are if you are unclear about their role and purpose in the building.

RESPECTING SCHOOL PROPERTY AND THE PROPERTY OF OTHERS

Damaging or taking another student's personal

property or school property is unacceptable. This includes theft, vandalism, and arson. Students are expected to return "found" items to the Main Office. "Found" items that are not turned in to the office are considered stolen property. Students may be restricted from participating in extra-curricular or other special activities if library books, textbooks or other school property is not returned. Students who damage property, including the property of other students, will be asked to work with the appropriate administrator in order to develop a plan for replacement or compensation.

TECHNOLOGY ACCEPTABLE USE POLICY

We live in a world where technology is everywhere, affecting your daily life as a student but also impacting the choices you make for the future. At the same time, it is well known that technology can be overwhelming. At JAMS, we want everybody to work together in a way that acknowledges how much we want and need personal technology, while also not letting technology drive us away from each other.

Acceptable Use and Consequences

What you should be doing with computers and personal devices will vary, depending on where you are in the school and what's happening there. There are places where you should not use your personal devices at all, mostly because our community needs to preserve privacy and safety. There are places where you can use your phone, but you should always be connecting with other people there and making sure that your technology doesn't interfere with education, communication, or participation in the JAMS community. **If your use of technology interferes with any of these, you will be asked to stop what you're doing.** If you refuse and/or repeat your activity on a personal device, your device will be taken and held in the main office until you have a student/administrator conference. If this happens again, the technology will be held in the main office until a parent or guardian is able to meet with you and the administrator to discuss school expectations regarding technology.

Common Areas

Phones, music players, and other personal devices should never be used in the **main**

office, the **cafeteria**, the **auditorium**, or in **bathrooms**. You will use these places for specific reasons, and your use of technology there interferes with privacy, safety, and the functions of the location, and also lowers the value of community in that location. Your technology should be put away and out-of-view. This includes earbuds and headphones. In the **hallways**, school **entryways**, and outdoors on **school grounds** you will sometimes need your technology to check the time, check a message, or do some other quick task. Do that, but otherwise keep your technology (again, including earbuds and headphones) put away.

Classrooms and Library

Personal devices and classroom technology should only be used for educational purposes in the classroom and library. Always check with your teacher, and make sure your use of technology is not impacting other people in your classroom community.

In the classroom and library, **you may** (with teacher permission):

- Take pictures of classroom materials, posters, and presentations
- Check Schoology and the Source
- Read an e-book or listen to an audiobook
- Type notes, write, or create electronic projects
- Use a calculator, timer, or some other electronic tool

In the classroom and library, **you may sometimes**:

- Do research
- Check websites and/or social media

In the classroom and library, you should **never**:

- Take pictures or video of people unless it's part of a lesson
- Play games, unless they're part of a lesson
- Play games on your personal device

Electronic Security, Safety, and Etiquette

- Never have inappropriate photos, videos, or texts on your device or pass them on to another.
- The school cannot guarantee that students will be closely monitored at all

times. Parents and guardians who are concerned about unsupervised device use should consider not providing their student with Internet-enabled devices.

- The school is not responsible for lost, stolen, or damaged personal electronic devices. **Students who bring personal devices to school do so at their own risk.**
- Use of school computers requires every student to agree to a Network Use Agreement. Students using school and district online resources from home (including the Source, Schoology, district subscriptions, and other online resources provided by a teacher) must also follow this policy.

Wireless Use

Members of the JAMS community may use the guest wireless network on their personal devices for educational use only. The wireless password is posted in the library. The wireless network uses the same filtering software as the district's computers. The school does not guarantee privacy for data transmitted on the wireless network. All data uploaded or downloaded on the network should be school appropriate. Students are advised to avoid sending any personal data or images electronically.

SCHOOL RULES

The JAMS staff knows that every student can be successful and it is our job to assist you in the attainment of that success. We also know that for students to achieve positive goals and accomplishments, they need to feel comfortable and safe. Please take time to review this planner, which contains very important school information, guidelines and rules for JAMS students. It is our expectation that students will abide by these rules and guidelines that are in the best interest of our entire school community.

VISITORS

All visitors must report to the Main Office, show photo identification, and wear a visitor badge before going to any area on the school campus.

While parents are welcome to visit classrooms, they do need permission of the building principal and the classroom teacher at least 24 hours in

advance.

Our lunchroom is for middle school students only. Parents are welcome to sign their children out of school for lunch. This is a closed campus to student visitors from other schools.

Seattle Public Schools

Practices and Procedures for District Offenses Within a Positive School Climate

School safety is built on consistent and effective classroom leadership and is supported by a school climate that promotes dignity for everyone. The foundation of school discipline policy is one of prevention, establishing a positive school climate that includes shared behavioral expectations and a common language for talking about expected behavior, including students, families, teachers, administrators, volunteers and other staff. Seattle Schools discipline procedures and intervention strategies aim to reduce or eliminate the use of out of classroom and out of school consequences for behavior.

These practices and procedures are to be used for increasing a positive climate at each school:

1. School staff, students, and community will develop, communicate, and teach shared behavioral expectations and a common language for talking about expected behavior.
2. School staff will develop a building-wide agreement that identifies behavior that will be handled in classrooms versus that which results in office discipline referrals.
3. School staff will agree and share with one another strategies for proactively addressing challenging behavior within the classroom that will be attempted prior to removing the student from the learning environment. School staff will receive ongoing training in a variety of methods and tools for proactively addressing challenging behavior.
4. A student's challenging behavior signals the need to assess a student's individual needs, including academic, social/emotional, and family/cultural.
5. Disciplinary interventions should support the social/emotional development of the student, address the underlying causes of the challenging behavior, and teach the skills needed to be able to meet the agreed upon expectations.
6. Families will be engaged early in the process of prevention/intervention to support students and establish the home-school connection.
7. Behavior plans in existence for students with Section 504 plans or Special Education IEPs must be reviewed for appropriateness for the student's behavior in each instance and implemented or revisited when appropriate. If a behavior plan does not exist, the student's team must review the pattern of behavior to determine whether one should be developed.
8. A pattern of similar challenging behavior by a student should result in completion of a functional behavioral assessment and the development of a Behavior Intervention Plan to support the student's behavior.
9. Sanctions that result in missed classroom or school time will be imposed in a progressive manner, both in terms of the level of discipline as well as the number of days. To address missed classroom or school time, a learning plan will be provided to the student. Attention should be paid to student reentry processes whether to school and/or classroom.
10. An incident resulting in a suspension should prompt a reentry conference with administration, staff, student, and family. However, difficulty in scheduling a reentry conference should not preclude a student from returning to school, and the reentry meeting may be scheduled when necessary after the student has returned to school.

If a student's behavior fails to meet shared behavioral expectations and disciplinary actions are being considered:

1. Before using any type of corrective action for a first incident of challenging behavior, make a good-faith effort to learn why the student has behaved in the unwanted manner.
2. If the same behavior persists a second time, engage the student's family and other school staff in the analysis of why the student's behavior continues and what additional supports or interventions are necessary.

3. If there is a third incident involving the same behavior, use the least form of corrective action reasonably calculated to keep the student in school and engaged in learning.
4. An out-of-school sanction should not be imposed for any student until the school has had an opportunity to conference with the student and his/her family to assess the following:
 1. Has the school adequately provided clear expectations about this behavior to the student, family, and school community?
 2. Has the school attempted positive intervention supports to teach and encourage the expected behavior?
 3. Has the family received information on the expected behavior and been involved in planning supports for the student?
 4. Has the school attempted at least one school-based intervention with the student regarding this behavior?

Seattle Public Schools Standard Practices for District Offenses

Standard practice is designed to teach expected behavior and encourage positive behavior and learning. Schools will routinely use data to determine effectiveness of practices to improve school climate, minimize loss of instructional time, and reduce out-of-school suspensions/expulsions. Executive Directors will collect and analyze behavioral and current disciplinary practices data from classrooms and school sites to monitor disproportionate practices in school discipline based on race, disability, and other factors. Practices and Procedures for Student Discipline within a Positive School Climate has been created as a reference for administrators.

Families will be engaged early in the process of prevention and intervention requiring disciplinary action to support students and establish the home-school connection in learning expected behaviors.

The following conditions must be observed:

1. Use school-based disciplinary actions best suited to the age and development of the student and that are appropriate to the student's challenging behavior.
2. Behavior plans in existence for students with Section number 504 plans or Special Education IEPs must be reviewed for appropriateness for the student's behavior in each instance and implemented or revisited when appropriate. If a behavior plan does not exist, the student's team must review the pattern of behavior to determine whether one should be developed.
3. If extenuating circumstances warrant, a lesser or greater discipline may be used if appropriate. Check definitions in the Student Rights and Responsibilities of offenses to identify exceptional situations when an appropriate discipline for a first offense may be more or less severe than the recommended sanctions below.
4. Some offenses are cross-referenced to Exceptional Misconduct. Consider whether the challenging behavior would be better described and disciplined as Exceptional Misconduct.
5. Identify only one offense per incident. If more than one offense occurred in the incident, select the primary offense. Situations should be rare where the incident can truly be said to have equally involved more than one serious offense.
6. School district procedure requires that before suspension can be used for a District Offense, there must be evidence that a school-based discipline was given for the same offense and the school has had an in-person or telephone conference with the student and his/her family regarding that prior school-based action.
7. A student may not be disciplined for a second or third offense unless the student has been disciplined for a prior violation of the same offense and the sanction was entered into the student's record.
8. Appeal of discipline imposed by a school, including school-based discipline and short-term suspensions, must be made to the principal within 3 business days of when the discipline notice is received by the student and family. Families must be verbally told about their right to appeal

and must receive written documentation, preferably in the primary language the family speaks at home, whenever possible.

9. Family conference is an in-person or telephone conversation. An e-mail exchange would not be considered a conference.
10. Administrators should discuss unusual situations with their Executive Director of Schools, the Discipline Appeals Office, and/or the General Counsel's Office.

The following chart of interventions is strongly recommended to ensure consistency and continuity across the District for similar offenses. Discipline should be progressive, both in terms of the level of discipline as well as the number of days.

Offenses	Consequences		
D-100 Student Conduct			3 rd – Referral for further education and counseling on risks of gambling
D-110 - Disruptive Conduct	1 st –Family conference & consider modifications to the student's environment. 2 nd - Family conference & create a behavior plan. 3 rd – Short-term Suspension, Family conference & modify behavior plan.	D-240 – Misrepresentation	1 st – Family conference & teaching about expected behavior 2 nd – Family conference & school-based consequence 3 rd – Short-term suspension
D-120 - Rule-Breaking	1 st –Family conference & consider modifications to the student's environment. 2 nd - Family conference & create a behavior plan. 3 rd – Short-term Suspension, Family conference, & modify behavior plan	D-245 – Plagiarism	1 st – Teach expected behavior & re-write paper or make up test. 2 nd –Lose credit for paper or test. 3 rd –Lose credit for paper or test & school based
D-130 – Disobedience	1 st –Family conference & consider modifications to the student's environment. 2 nd - Family conference & create a behavior plan. 3 rd – Short-term Suspension, Family conference, & modify behavior plan	D-250 – Using or Possessing Tobacco (Fact sheet and information about essay topics and resources are on the Discipline website)	1 st –Inform Family & provide Fact Sheet 2 nd –Family conference & 1- page essay 3 rd –Family conference & participate in cessation counseling
D-200 Prohibited Conduct		D-270 – Misuse of Computers	1 st – Remove privileges for using district computers for 5 days. 2 nd –Family conference. Remove privileges for using district computers for quarter. 3 rd – Family conference. Remove privileges for using district computers for semester.
D-230 – Gambling	1 st –Education provided about risks of gambling & Family contact 2 nd – Review of education about risks of gambling & Family contact	<i>See, E-720</i>	

D-280 – Graffiti <i>See, E-450</i>	1 st – Student is required to help remove graffiti or pay for it to be removed. 2 nd – Notify Family & student is required to help remove graffiti or pay for it to be removed. 3 rd – Short-term suspension & student is required to pay for graffiti to be removed		3 rd – Family conference & Short-term suspension
D-300 Harassment		D-400 Other Offenses	
D-310 – Bullying, Intimidation, and Harassment <i>See, E-610 See, E-620</i>	1 st – Ensure that student understands his/her behavior is bullying and that it is not allowed, & family conference & assess need for additional skills training ₁ 2 nd – Family conference & Behavior Plan ₂ 3 rd – Family conference & Short-term suspension	D-410 – Toy Guns and Toy Weapons <i>See, E-350</i>	1 st – Hold toy until end of day & contact Family 2 nd – Confiscate toy & contact Family 3 rd – Short-term suspension & Family conference
D-315 – Sexual Harassment <i>See, E-610</i>	1 st – Ensure that student understands his/her behavior is harassment and that it is not allowed, & family conference & skills training ₁ 2 nd – Family conference & Behavior Plan ₂ 3 rd – Family conference & Short-term suspension	D-420 – False Reporting <i>See, E-910</i>	1 st – Ensure student understands what false reporting is and that lying about others is not allowed; family conference & school-based consequence 2 nd – School-based consequence & family conference 3 rd – School-based consequence & family conference
D-320 – Inappropriate Sexual Conduct	1 st – Ensure that student understands his/her behavior is harassment and that it is not allowed, & family conference & skills training ₁ 2 nd – Family conference & Behavior Plan ₂ 3 rd – Family conference & Short-term suspension		
D-330 – Inappropriate Touching <i>See, E-210</i>	1 st – Ensure that student understands his/her behavior is harassment and that it is not allowed, & family conference & skills training ₁ 2 nd – Family conference & Behavior Plan ₂ 3 rd – Family conference & Short-term suspension		
D-340 – Inappropriate Language <i>See, E-250 See, E-520</i>	1 st – Ensure student understands that name calling, cursing, and verbal assault are not allowed & family conference & school-based consequence. 2 nd – Family conference & school-based consequence		

Seattle Public Schools Standard Discipline for Exceptional Misconduct

The following sanctions are strongly recommended to ensure consistency and continuity across the District for similar offenses. Discipline should be progressive, both in terms of the level of discipline as well as the number of days. The following conditions must be observed:

1. Identify only one offense per incident. If more than one offense occurred in the incident, select the primary offense. Situations should be rare where the incident can truly be said to have equally involved more than one serious offense.
2. If extenuating circumstances warrant, a lesser or greater discipline may be used if appropriate. Administrators should use common sense in considering extenuating and/or exceptional circumstances.
3. Parents must be told about their right to appeal and that an appeal must be initiated within three days of when the parent received notice of the misconduct.
4. Check definitions of offenses to identify exceptional situations when an appropriate discipline for a first offense may be more severe than the recommended sanctions below.
5. Some offenses are cross-referenced to District Offenses. Consider whether the misbehavior would be better described and disciplined as a District Offense.
6. Prior misbehavior must have been disciplined and the sanction entered into the computer record for an incident to be considered a second or third offense; otherwise, the current incident must be disciplined as a first offense. In most cases, to consider an incident a second or third offense, prior misbehavior must have occurred no earlier than during the school year prior to the current incident. Any offense in the E-100 Controlled Substances category or in the E-200 Violence category may be considered a prior offense when the current charge also falls within that category.
7. Administrators should discuss unusual situations with their school director, the Discipline Appeals Office, or the General Counsel's Office.
8. As a reminder, prior to corrective action, plans for students qualified under Section 504 or Special Education IEPs should be reviewed and behavior plans in existence should be implemented. If a behavior plan does not exist, the student's team must review the pattern of behavior to determine whether one should be developed.
9. Mandatory: The Safety and Security Department must be notified for violations of offenses in this section. If appropriate, the Seattle Police Department will also be notified.