



School Board Briefing/Proposed Action Report

Informational (no action required by Board) **Action Report** (Board will be required to take action)

DATE: June ~~30~~¹⁸, 2015
FROM: Harium Martin-Morris, School Board Director

I. TITLE

Adoption of Resolution No. 2014/15-35 for a moratorium on out-of-school suspension for elementary grade students for District Offenses D-110 (Disruptive Conduct), D-120 (Rule Breaking), D-130 (Disobedience), beginning in 2015-16 and a proposal to develop a district-wide system to further reduce out of school suspensions for all grades

For Introduction: July 1, 2015
For Action: ~~August 19, 2015~~
September 23, 2015

II. WHY BOARD ACTION IS NECESSARY

Board action is required to approve a Board resolution.

III. FISCAL IMPACT/REVENUE SOURCE

Fiscal impact to this action will be ~~N/A. to be determined (TBD)~~ approximately \$845,000.

The revenue source for this motion is ~~N/A. TBD~~ general fund dollars.

Expenditure: One-time Annual Other Source

IV. POLICY IMPLICATION

The following Board policies may need to be reviewed if the resolution is adopted: Policy No. 3200, Written Rules of Student Conduct, and Policy No. 3240, Student Conduct and Discipline. In addition, this resolution may require revisions to the Student Rights and Responsibilities Handbook or other district documents to conform to the directive that elementary students are not suspended for District Offenses D-110 (Disruptive Conduct), D-120 (Rule Breaking), D-130 (Disobedience).

V. RECOMMENDED MOTION

I move that the School Board approve Resolution No. 2014/15-35, as attached to the Board Action Report.

VI. BOARD COMMITTEE RECOMMENDATION

This motion was discussed at the Operations Committee meeting on June 18, 2015. The Committee reviewed the motion and moved the item forward for consideration by the full Board. It was introduced at the School Board meeting on July 1, 2015, and then at the August 19, 2015 Board meeting, action was delayed to allow for additional Board discussion. The Board reviewed the item again at a work session on September 16, 2015.

VII. BACKGROUND INFORMATION

Multiple research projects over the past 10 years have shown that out-of-school suspensions do not improve the student behavior we are looking for from our students. Students who are suspended lose valuable instructional time, and are more likely to fall behind in school, drop out, and enter into the “school-to-prison pipeline,” at great cost to the community.

VIII. STATEMENT OF ISSUE

There has been a disproportional application of out-of-school suspensions for students of color, English Language Learners, and Special Education students, relative to their representation in the overall population. Students that are suspended in elementary school have a higher tendency to be suspended in upper grades. Those same students if suspended in high school have a higher dropout rates than their peers.

IX. ALTERNATIVES

1. The Board does not adopt the Resolution. This is not recommended because it will allow for the continuation of current practices which have a negative impact on students of color, English Language Learners and Special Education students.

X. RESEARCH AND DATA SOURCES / BENCHMARKS

A review was done to benchmark against Baltimore City Public Schools, Portland Public Schools, [Boston Public Schools](#), and Minneapolis Public Schools to see what they are currently doing to reduce the number of out-of-school suspensions for their students. In addition, data analysis was done to compare student outcomes in the benchmark to Portland, Baltimore and Seattle Public Schools. The data benchmark schools were selected due the comparable size and demographics. The research and data analysis was done by University of Washington students; Heije Choi, Erica Foss, Eugene Kennedy, Shannon Murray, and Walther Rahfeldt.

XI. TIMELINE FOR IMPLEMENTATION / COMMUNITY ENGAGEMENT

Upon approval of this resolution, the Superintendent and his staff will have until June 30, 2016, to develop a plan of action to significantly reduce the number and frequency of out-of-school suspensions beginning with the elementary grade students and to reduce the number and frequency of out-of-school suspensions at all grade levels K-12. [Beginning with the 2015-16 school year, there is a moratorium on elementary suspensions for District Offenses D-110 \(Disruptive Conduct\), D-120 \(Rule Breaking\), D-130 \(Disobedience\).](#)

[The district will work collaboratively with the Seattle Education Association \(SEA\) for adherence to the SEA Collective Bargaining Agreements still to be ratified and approved.](#)

XII. ATTACHMENTS

- [Resolution No. 2014/15-35](#) (for approval) ([edited](#)) ([additional edits since introduction](#))
- [Synopsis of Baltimore City Public Schools efforts on out-of-school suspensions](#)
- [Synopsis of Portland Public Schools efforts on out-of-school suspensions](#)

- [Synopsis of Minneapolis Public Schools efforts on out-of-school suspensions](#)
- [Data analysis of benchmarked districts and Seattle Public Schools](#)
- [NSBA 2013 report “ADDRESSING THE OUT-OF-SCHOOL SUSPENSION CRISIS: A Policy Guide for School Board Members”](#)
- [UCLA discipline report of Seattle elementary students by race](#)



**Seattle School District #1
Board Resolution**

Resolution No. 2014/15-35

A RESOLUTION of the Board of Directors of Seattle School District No. 1, King County, Seattle, Washington to have Seattle Public Schools take actions to break the School to Prison pipeline by eliminating out of school suspensions for students in the pre-Kindergarten through 5th grade for District Offenses D-110 (Disruptive Conduct), D-120 (Rule Breaking), D-130 (Disobedience). ~~levels except in cases of health and safety to themselves or others~~ of physical ~~harm to themselves or others.~~

WHEREAS, according to research, zero tolerance and exclusionary discipline policies, namely out-of-school suspensions, have negative effects on both suspended and non-suspended students; and

WHEREAS, data shows an alarming rate of suspensions and expulsions during the critical learning years of elementary students, which removes the opportunity to teach appropriate behavior at an early age and affects future academic success; and

WHEREAS, there is disproportionality in the discipline -rates for above total student population for Special Education, Native American, African American, Hawaiian/Pacific Islander, English Language Learners and Latino children that has negative impacts on these groups ~~at 9.13%, 8.57%, 7.6%, 5%, 2.89% and 2.84%, respectively, while making up 11%, 0.8%, 16.5%, 0.5%, 15% and 12.8%, respectively, of the student K-5 population in Seattle, compared to Boston with rates above total student population for Special Education and African American children at 2.71% and 2.22%, respectively, while making up 17% and 33.8%, respectively, of the student K-5 population in Boston;~~ and

WHEREAS, historically 2.48% of K-5 Seattle children ~~in grades K-5~~ receive at least one suspension; the District recognizes that valuable instructional time is lost when students are not in the classroom; and

WHEREAS, as shown by Baltimore City Public Schools, suspension reform can have a significant impact on rates of out-of-school suspensions dropping from 26,300 to 9,000 over a five year period, from 2009 to 2014; and

WHEREAS, students that are suspended in elementary school are more like to be suspended in middle and high school; and

WHEREAS, according to the University of California Los Angeles (UCLA) Civil Rights Projects, African American students were found to be three times as likely as their peers to be issued an out-of-school suspension, along with almost 1 in 13 Latinos which align to the data from Seattle Public Schools suspension rates; and

WHEREAS, compared to Boston, Seattle had more than double the rate of suspension in children K-5, at 2.48% versus 1.22% in Boston; and

WHEREAS, in Seattle compared to their White peers, Special Education, Native American, African American, Hawaiian/Pacific Islander, English Language Learners and Latino children have suspension rates that are double, and in some cases triple, the overall district suspension rates; and

WHEREAS, relative to their percentage of the total K-5 student population of 16% for Native American and African American students, they account for 44% of the suspensions. Similar trends are found in Boston and Portland; and

WHEREAS, the majority of suspended students in Seattle fall within the “other behavior” category which includes suspensions for non-violent, non-drug related and non-criminal reasons, for which K-5 students overwhelmingly receive short-term, out-of-school suspensions; and

WHEREAS, the State Board of Education, pursuant to WAC 392-400-215, states: “Students may not be denied equal educational opportunity or be discriminated against because of national origin, race, or a physical, mental or sensory handicap” without good and sufficient cause; and

WHEREAS, it is inconsistent with the mission and duty of Seattle Public Schools for disproportionate suspensions to continue to exist.

NOW THEREFORE, BE IT

RESOLVED, that starting with the 2015-16 school year ~~that~~ the Seattle School Board of Directors, instructs the Superintendent to implement ~~that, effective the 2015-16 school year,~~ a moratorium on all elementary student out-of-school suspensions, ~~except to protect health and safety of the students and others, will go into effect~~ for District Offenses D-110 (Disruptive Conduct), D-120 (Rule Breaking), D-130 (Disobedience); and

BE IT FURTHER RESOLVED, that the Superintendent will develop a proposal by June 2016 for a district-wide system to significantly reduce out-of-school suspensions for all grade levels, paying particular attention to the disproportionality in discipline particularly for students of color, Special Education, ~~needs~~ and English Language Learners; and

BE IT FURTHER RESOLVED, the Superintendent’s proposal will include adequate definitions, enhanced Multi-tiered System of Support (MTSS), effective alternative to

suspension programs, staff training, case management support, and adequate budget to equip teachers and administrators for successful student support; and

BE IT FURTHER RESOLVED, that the Superintendent will develop a district-wide method of detailed data collection of both school based ~~in-school and~~ interventions and out-of-school suspensions and expulsions; and

BE IT FURTHER RESOLVED, that Seattle Public Schools begin work with the Office of Superintendent of Public Instruction (OSPI) to disaggregate the very large “other” category in incident reporting that includes violence and other exceptional incidents, rather than consolidating into one category; and;

BE IT FURTHER RESOLVED, the Superintendent will develop a student, staff and community engagement plan to support the efforts to reduce out of classroom discipline and increase instructional time.

ADOPTED this ____ day of _____, 2015

Sherry Carr, President

Sharon Peaslee, Vice-President

Stephan Blanford, Member

Harium Martin-Morris, Member

Martha McLaren, Member

Betty Patu, Member

Sue Peters, Member

ATTEST:_____
Dr. Larry Nyland, Superintendent
Secretary, Board of Directors
Seattle School District No. 1
King County, WA