



SCHOOL BOARD ACTION REPORT

DATE: November 15, 2017
FROM: Dr. Larry Nyland, Superintendent
LEAD STAFF: Erin Romanuk, Program Manager, Discipline, 206-252-0822
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For Introduction: November 15, 2017
For Action: December 6, 2017

1. TITLE

Amend and rename Policy No. 3240, *Student Conduct and Discipline*, to *Student Behavior and Disciplinary Responses*, and repeal Policy D82.00, *Intervention for Violent Exceptional Misconduct Prior to Re-admittance to Regular Schools*.

2. PURPOSE

This Board Action Report amends and renames Board Policy No. 3240, *Student Conduct and Discipline to Student Behavior and Disciplinary Responses*. The amendments made and the renaming of Board Policy No. 3240 align with the changes made over the past two years to the *Student Rights & Responsibilities (SR&R)*. In addition, this Board Action Report repeals Board Policy D8200 *Intervention for Violent Exceptional Misconduct Prior to Re-admittance to Regular Schools*, as its language is either out-of-date or already covered in the Board-approved *SR&R*.

3. RECOMMENDED MOTION

I move that the Board approve the amended and renamed Board Policy No. 3240, *Student Behavior and Disciplinary Responses*, and repeal Board Policy D82.00, *Intervention for Violent Exceptional Misconduct Prior to Re-admittance to Regular Schools*, as attached to the Board Action Report.

4. BACKGROUND INFORMATION

a. Background

Every year, Seattle Public Schools brings before the School Board for approval updates to the *Student Rights & Responsibilities* document to reflect changes in District policy and practice and state law. Given the Board's focus on eliminating disproportionate discipline and supporting positive school climate, the Coordinated School Health Department has focused on embedding changes into the *Student Rights & Responsibilities* that shift the *Student Rights & Responsibilities* from a strict, compliance document to one that speaks to the aspirations and values of Seattle Public Schools. The Board has most recently approved the *Student Rights & Responsibilities* on June 15, 2016 and June 7, 2017. The

updated language in the proposed edits to Board Policy No. 3240 align with the *Student Rights & Responsibilities* and the Superintendent’s continued commitment to Positive Beliefs, Positive Relationship, Positive Learning, and Positive Partnerships as well as to engagement of families.

b. Alternatives

Keeping the current policy language and title is not recommended because the current, Board-approved *Student Rights & Responsibilities* document has already incorporated language that reflect the progressive direction of Seattle Public Schools and the Superintendent’s commitment to Positive Beliefs, Positive Relationship, Positive Learning, and Positive Partnerships.

c. Research

Beginning in September 2016, a timeline and scope for stakeholder feedback was created. Throughout the fall of 2016 and winter of 2017, meetings were held to gather feedback on the *Student Rights & Responsibilities*.

In addition to gathering input from stakeholder groups on the *Student Rights and Responsibilities*, Board Policy No. 3240 was presented, beginning in June 2017, to the Equity and Race Advisory Committee to the Superintendent (ERAC), the Discipline Disproportionality committee, and Dr. Daudi Abe, Ph.D., recent 2016 Keynote Speaker for Seattle Public Schools’ Racial Equity Institute #1: “Adaptive Leadership in Educational and Racial Equity.”

Consideration was also given to the Superintendent’s goals, the Seattle School Board Resolution No. 2014/15-35, School Board Policy No. 0030, Ensuring Educational and Racial Equity, and changes to discipline laws and regulations made during recent state legislative sessions.

5. FISCAL IMPACT/REVENUE SOURCE

Board Policy No. 3240 emphasizes work that is already ongoing in the District and does not have an associated cost, though fully realizing an inclusive, restorative, and supportive discipline system would require additional funding for schools and central office.

Expenditure: One-time Annual Multi-Year N/A

Revenue: One-time Annual Multi-Year N/A

6. COMMUNITY ENGAGEMENT

With guidance from the District’s Community Engagement tool, this action was determined to merit the following tier of community engagement:

Not applicable

Tier 1: Inform

Tier 2: Consult/Involve

Tier 3: Collaborate

At the April 26, 2017 Curriculum and Instruction Committee the recommendation was made to seek additional community engagement on Board Policy No. 3240 separate from the engagement that occurred for the *Student Rights & Responsibilities*. In June 2017 engagement activities began with the Equity and Race Advisory Committee to the Superintendent (ERAC), the Discipline Disproportionality Committee, and Dr. Daudi Abe. The Seattle Council PTSA and Special Education PTSA were also contacted, but neither was responsive to requests for review.

The already-approved *Student Rights & Responsibilities* (which went through its own Community Engagement process) was used as foundational language during initial discussions of Board Policy 3240. Stakeholders reviewed, edited, and provided additional language for consideration and the proposed language reflects this collaborative effort.

7. **EQUITY ANALYSIS**

Due to ongoing conversations and meetings regarding updates to the *Student Rights & Responsibilities* and Discipline policies (including School Board Policy No. 3240), a full Equity Analysis was not completed. However, key stakeholders were approached for feedback. Key stakeholders included students, families, teachers, administrators, Team Child, the Washington State Governor's Office of the Education Ombuds, the City of Seattle Race & Social Justice Community Roundtable's Committee on Racial Disproportionality and Discipline, the Equity and Race Advisory Committee to the Superintendent (ERAC), the SEA SPS Partnership Committee, Dr. Daudi Abe, and participants at the Seattle Alliance for Black School Educators' My Brother's Keeper event.

8. **STUDENT BENEFIT**

Student behavior is closely associated with learning. Meaningful learning occurs in environments that are safe, positive, consistent, and predictable. By establishing a positive school climate that includes shared behavioral expectations and a common language for talking about expected behavior, disproportionality in discipline is reduced and students are able to maximize their instructional time, focus on learning, and positively contribute to their school community.

9. **WHY BOARD ACTION IS NECESSARY**

Amount of contract initial value or contract amendment exceeds \$250,000 (Policy No. 6220)

Amount of grant exceeds \$250,000 in a single fiscal year (Policy No. 6114)

Adopting, amending, or repealing a Board policy

Formally accepting the completion of a public works project and closing out the contract

Legal requirement for the School Board to take action on this matter

Board Policy No. _____, [TITLE], provides the Board shall approve this item

Other: _____

10. POLICY IMPLICATION

This motion aligns with the following Board Policies and Board-approved documents:

- Policy No. 0030, Ensuring Educational and Racial Equity
- Policy No. 3200, Written Rules of Student Conduct
- Policy No. 3201, Disciplinary Appeal Council
- Policy No. 3244, Prohibition of Corporal Punishment
- Superintendent Procedure 3121SP, Attendance
- Board Procedure 3210BP, Disciplinary Appeal Council Board
- *Student Rights and Responsibilities*

11. BOARD COMMITTEE RECOMMENDATION


This motion was discussed at the Curriculum & Instruction Committee meeting on November 7th. The Committee reviewed the motion and moved the item forward with a recommendation for approval by the full Board.

12. TIMELINE FOR IMPLEMENTATION

Upon approval of this motion, Board Policy No. 3240 will be immediately implemented and Board Policy D82.00 will be repealed.

13. ATTACHMENTS

- Board Policy No. 3240 (Redline – for reference)
- Board Policy No. 3240 (Clean- for approval)
- Board Policy D82.00 (for repeal)

	<p>STUDENT BEHAVIOR AND DISCIPLINARY RESPONSES</p>	<p>Policy No. 3240</p> <p>DATE</p> <p>Page 1 of 2</p>
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It is the policy of the Seattle School Board that meaningful learning and educational excellence occur in environments that are safe, positive, consistent, and predictable. These environments rely on trusting relationships between family, student, and staff, which are built with cultural humility, safety, respect, honesty, accountability, and with an eye towards equity.

Seattle Public Schools recognizes:

- Every student has the right to the high quality instruction, supports, and interventions that they need to graduate high school on time and prepared for the future;
- Racial disproportionality persists in disciplinary responses in the district;
- Students are impacted when they are removed from their learning environment;
- Situations involving discipline may be complex and require staff to understand underlying factors that are influencing students behaviors and;
- Mitigating and aggravating factors should influence the disciplinary decision-making process.

Seattle Public Schools is committed to furthering cultural intelligence that respects and values diversity across the District in schools and in classrooms. This commitment serves to influence decisions in promoting fair and equitable treatment for all and eliminating racial predictability and disproportionality in all aspects of education and its administration.

The foundation of Seattle Public Schools' discipline policy is one of prevention and measurement of progress. The policy is grounded in the establishment of a positive school climate that is based on shared behavioral expectations and a common language for talking about expected behavior. The shared behavioral expectations are reaffirmed through an inclusive process that involves students, families, teachers, administrators, volunteers, and other staff (within a Positive Behavior Interventions and Supports (PBIS) framework). Should divergence from these shared expectations occur, behaviors will be addressed with a continuum of responses from positive communication through clear pathways for reengagement and reparation of harm.

In accordance with Seattle School Board Resolution No. 2014/15-35, this policy eliminates out of school suspensions for students kindergarten through fifth grade for disruptive conduct, rule breaking, and disobedience. Subsequent discipline procedures and strategies focus on reducing if not eliminating loss of instructional time and the need for out of school responses for all student behavior.

It is the further policy of the Seattle School Board that shared behavioral expectations be maintained not only in the classroom but on school property at all times. Therefore, it is expected that every student and staff shall follow the policies, rules, and regulations of Seattle Public Schools during the school day, during any school-sponsored activity held on or off school property, and on school-provided transportation.

Adopted: August 2012


Revised: October 2014; July 2014; DATE

Cross Reference: Policy No. 3200; Policy No. 0030

Related Superintendent Procedure:

Previous Policies: D70.00; D71.00; D82.00

Legal References: RCW 4.24.190 Action against parent for willful injury to property by minor – Monetary limitation – Common law liability preserved; RCW 9A.16.020 Use of force – When lawful; Chapter 9.41 RCW Firearms and dangerous weapons; RCW 9.91.160 Personal protection spray devices; RCW 28A.210.310 Prohibition on use of tobacco products on school property; RCW 28A.320.128 Notice and disclosure policies – Threats of violence—Student conduct – Immunity for good faith notice – Penalty; RCW 28A.400.110 Principal to assure appropriate student discipline – Building discipline standards – Classes to improve classroom management skills; RCW 28A.600.040 Pupils to Comply with Rules and Regulations; WAC 392-400-200 Purpose and Application; RCW 28A.635.060 Defacing or injuring school property – Liability of pupil, parent, or guardian - Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected; RCW 28A.635.090 Interference by force or violence – Penalty; RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful—Penalty; WAC 392-400-205 Definitions; WAC 392-400-210 Student Responsibilities and Duties; WAC 392-400-215 Student rights; WAC 392-400-225 School district rules defining misconduct – Distribution of rules; WAC 392-400-226 School district rules defining harassment, intimidation and bullying prevention policies and procedures –Distribution of rules; WAC 392-400-227 School district rules defining students’ religious rights; WAC 392-400-233 Unexcused absences and tardiness; 20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act
Management Resources: Basic Rules of Seattle Public Schools Document; Student Rights & Responsibilities Document; The Individuals With Disabilities Education Improvement Act and its state and federal implementing legislations; Discipline procedures at <http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18473>

	<p>STUDENT CONDUCTBEHAVIOR AND DISCIPLINEDISCIPLINARY RESPONSES</p>	<p>Policy No. 3240 October 10, 2014 DATE Page 1 of 3</p>
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It is the policy of the Seattle School Board that ~~each~~ meaningful learning and educational excellence occur in environments that are safe, positive, consistent, and predictable. These environments rely on trusting relationships between family, student ~~be taught skills,~~ and staff, which are built with cultural humility, safety, respect, honesty, accountability, and with an eye towards equity.

Seattle Public Schools recognizes:

- Every student has the right to ~~function effectively in a~~ the high quality instruction, supports, and interventions that they need to graduate high school on time and prepared for the future;
- Racial disproportionality persists in disciplinary responses in the district;
- Students are impacted when they are removed from their learning environment, ~~learn the consequences;~~
- Situations involving discipline may be complex and require staff to understand underlying factors that are influencing students behaviors and;
- Mitigating and aggravating factors should influence the disciplinary decision-making process.

Seattle Public Schools is committed to furthering cultural intelligence that respects and values diversity across the District in schools and in classrooms. This commitment serves to influence decisions in promoting fair and equitable treatment for all and eliminating racial predictability and disproportionality in all aspects of ~~her~~ education and ~~his~~ its administration.

The foundation of Seattle Public Schools' discipline policy is one of prevention and measurement of progress. The policy is grounded in the establishment of a positive school climate that is based on shared behavioral expectations and a common language for talking about expected behavior, ~~develop self-discipline, and take responsibility for her and his actions. The board acknowledges that.~~ The shared behavioral expectations are reaffirmed through an inclusive process that involves students, families, teachers, administrators, volunteers, and other staff (within a Positive Behavior Interventions and Supports (PBIS) framework). Should divergence from these shared expectations occur, behaviors will be addressed with a continuum of responses from positive communication through clear pathways for reengagement and reparation of harm.

In accordance with Seattle School Board Resolution No. 2014/15-35, this policy eliminates out of school suspensions for students kindergarten through fifth grade for disruptive conduct and behavior are closely associated with learning. An effective, rule breaking, and disobedience. Subsequent discipline procedures and strategies focus on reducing if not eliminating loss of instructional program requires a safe school environment. School staff is expected to set up the environment for student success and use principles of positive or solution focused discipline in managing time and the need for out of school responses for all student conduct.~~behavior.~~

It is the further policy of the Seattle School Board that ~~appropriate student behavior shall~~ shared behavioral expectations be maintained not only in the classroom, ~~during school activities, and~~ but on school property at all times ~~to ensure~~. Therefore, it is expected that every student and staff ~~safety and maximize student learning.~~ Students and staff shall at all times conduct themselves in keeping with follow the policies, rules, and regulations of Seattle Public Schools. ~~The rules of conduct are applicable~~ during the school day, during any school-sponsored activity ~~conducted~~ held on or off school property, and on school-provided transportation.

~~Students are expected to:~~

- ~~A. — Preserve the degree of order necessary for a positive climate for learning;~~
- ~~B. — Conform to reasonable standards of acceptable behavior;~~
- ~~C. — Respond appropriately to teacher and staff directions;~~
- ~~D. — Respect the rights, person and property of others;~~
- ~~E. — Adhere to the rules of conduct; and~~
- ~~F. — Submit to corrective action taken as a result of conduct violations.~~

~~It is the further policy of the Seattle School Board that positive behavioral supports are used first to ensure that student behavior is appropriate. Should inappropriate student behavior need to be addressed, progressive discipline is used to modify, correct, or improve student behavior, starting at a first violation with the least action reasonably calculated to change the student's behavior, and minimizing loss of learning time.~~

~~It is the further policy of the Seattle School Board that corporal punishment shall not be administered in Seattle Public Schools.~~

Adopted: August 2012

Revised: October 2014; July 2014; DATE


Cross Reference: -Policy No. 3200; Policy No. 0030

Related Superintendent Procedure:

Previous Policies: D70.00; D71.00; D82.00

Legal References: RCW 4.24.190 Action against parent for willful injury to property by minor — Monetary limitation — Common law liability preserved; RCW 9A.16.020 Use of force — When

lawful; Chapter 9.41 RCW Firearms and dangerous weapons; RCW 9.91.160 Personal protection spray devices; RCW 28A.210.310 Prohibition on use of tobacco products on school property; RCW 28A.320.128 Notice and disclosure policies – Threats of violence—Student conduct – Immunity for good faith notice – Penalty; RCW 28A.400.110 Principal to assure appropriate student discipline – Building discipline standards – Classes to improve classroom management skills; RCW 28A.600.040 Pupils to Comply with Rules and Regulations; WAC 392-400-200 Purpose and Application; RCW 28A.635.060 Defacing or injuring school property – Liability of pupil, parent, or guardian - Withholding grades, diploma, or transcripts – Suspension and restitution – Voluntary work program as alternative – Rights protected; RCW 28A.635.090 Interference by force or violence – Penalty; RCW 28A.635.100 Intimidating any administrator, teacher, classified employee, or student by threat of force or violence unlawful—Penalty; WAC 392-400-205 Definitions; WAC 392-400-210 Student Responsibilities and Duties; WAC 392-400-215 Student rights; WAC 392-400-225 School district rules defining misconduct – Distribution of rules; WAC 392-400-226 School district rules defining harassment, intimidation and bullying prevention policies and procedures –Distribution of rules; WAC 392-400-227 School district rules defining students’ religious rights; WAC 392-400-233 Unexcused absences and tardiness; 20 U.S.C. 7101 et seq. Safe and Drug-Free Schools and Communities Act
Management Resources: Basic Rules of Seattle Public Schools Document; Student Rights & Responsibilities Document; The Individuals With Disabilities Education Improvement Act and its state and federal implementing legislations; Discipline procedures at
<http://district.seattleschools.org/modules/cms/pages.phtml?pageid=228314>
<http://www.seattleschools.org/cms/One.aspx?portalId=627&pageId=18473>

	<p style="text-align: center;">INTERVENTION FOR VIOLENT EXCEPTIONAL MISCONDUCT PRIOR TO READMITTANCE TO REGULAR SCHOOLS</p>	<p style="text-align: center;">Policy D82.00 September 19, 2007 Page 1 of 1</p>
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Policy

It is the policy of the Seattle School Board that students who have been long-term suspended or expelled for exceptional misconduct relating to weapons, assault, and violent behaviors must participate in and complete a District-approved behavioral modification course prior to being readmitted to a regular Seattle Public school. All Seattle schools are regular schools except those housing a district-wide reentry program.

The behavioral modification course topics should include, but are not limited to, topics of self-knowledge, conflict and anger management, values, appropriate communication skills, and steps to living and working within a lawful society.

Seattle Public Schools will provide such a course as a part of its reentry program at no cost to students or their families. Non-district counselors or agencies may provide instruction for these topics at parent request and expense and upon agreement of Seattle Public Schools.

Adopted: September 1992
Revised: September 19, 2007
Cross Reference:

Related Superintendent Procedure:

Previous Policies: H28.00, H77.00

Legal References: RCW 28A.600.040

Management Resources: Basic Rules of Seattle Public Schools; Code of Prohibited Conduct; Student Rights & Responsibilities; The Individuals With Disabilities Education Improvement Act and its state and federal implementing legislations; and Discipline procedures at:
www.seattleschools.org/area/discipline