

### **Spokane Public Schools Superintendent's Resolution**

WHEREAS the mission of Spokane Public Schools is to sustain a great school system that builds on the strengths and gifts of every child and ensures that every child graduates ready to enter the workforce or move on to some form of higher education; and

WHEREAS Spokane Public Schools affirms the critical role of parents and the community, values every student as a respected member of the school community, and believes that meaningful progress results when students, family, school, and community work together; and

WHEREAS during each year between 2012 and 2015, approximately 8% of Spokane Public Schools students were suspended or expelled, (a rate significantly higher than the Washington state average), losing valuable instructional time and increasing the likelihood that students will drop out or be pushed out of school; and

WHEREAS between 2012 and 2015, Spokane Public Schools referred too many children for criminal prosecution (primarily of misdemeanors) because of school-based behavior, exposing those children to the negative consequences of criminal justice involvement and perpetuating a school to prison pipeline; and

WHEREAS research shows that even one suspension is a significant predictor of failure to graduate from Spokane Public Schools; and

WHEREAS data shows that exclusionary discipline (out-of-school suspensions and expulsions) does not change behavior and causes harm to suspended and non-suspended students, teachers, parents, and our entire community; and

WHEREAS similar to national trends, the majority of exclusionary discipline in Spokane Public Schools is for non-violent behavior; and

WHEREAS African American students, Native American students, multi-racial students, low-income students, and student with special needs are suspended and expelled at disproportionately higher rates than their peers in Spokane Public Schools; and

WHEREAS preventative and positive behavior systems (including evidence-based tiered supports, trauma informed care, and social and emotional learning) help prevent disruptions to learning and reduce exclusionary discipline; and

WHEREAS restorative practices support students and teachers through building strong relationships, provide meaningful accountability when misbehavior occurs, improve school climate through reducing behavior incidents, and should be the standard response to student behavior, with exclusionary discipline being used as a last resort or in extraordinary circumstances; and

WHEREAS the Superintendent is committed to supporting a systematic and permanent change in the way the district applies student discipline, by implementing positive, preventative and restorative practices that integrate students rather than exclude; and

WHEREAS the Superintendent believes that preventative, positive, and restorative practices should be supported by school district policy, procedures and practices and reinforced by training for administrators, school personnel, parents, and community; and

WHEREAS the Superintendent recognizes that the disproportionate impact of the current discipline practices on students of color and students with special needs indicates problems with intercultural communication, cultural competency, and implicit bias (as well as other factors contributing to disparities); and

NOW, THEREFORE, BE IT RESOLVED, the Superintendent hereby launches a District-wide two-year Positive and Restorative Practices Initiative (commencing in school year 2016-2017) with the goal of significantly improving Spokane Public Schools' current discipline policies, procedures and practices through systematic implementation of research-based positive, preventative, and restorative practices, and ensuring that teachers, administrators and other staff have the necessary training, support, and systems to ensure the Initiative's success; and

BE IT FURTHER RESOLVED that the Superintendent will designate staff to lead the training and assessment necessary to implement this Initiative and ensure that positive, preventative, and restorative practices are implemented with cultural sensitivity and equitably applied in every school building; and

BE IT FURTHER RESOLVED that the Superintendent will provide clear benchmarks of progress, quarterly updates to the public on the implementation of this Initiative, will ensure that the Initiative's outcomes are measured and evaluated, and will provide evaluation data and analysis to the public; and

BE IT FURTHER RESOLVED that the Superintendent will propose that the School Board designate funds to support this Initiative and will seek outside funding sources and experts as necessary to support the goals of this Initiative; and

BE IT FURTHER RESOLVED that the Superintendent will make training and professional development in support of this Initiative a priority for administrators, teachers, campus resource officers, and school site staff. Training in support of this Initiative should address evidence-based positive, preventative, and restorative behavior systems, best practices for supporting students with special needs, implicit bias, cultural competence, and racial equity; and

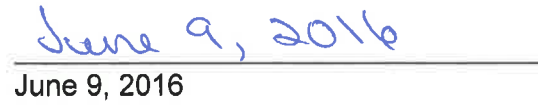
BE IT FURTHER RESOLVED that the Superintendent will convene a workgroup by June 30, 2016 to include students, parents, teachers, administrators, community members, school board members and other District leadership.

BE IT FURTHER RESOLVED that the workgroup will (a) solicit input from stakeholders; (b) identify research-based positive, preventative, and restorative practices and policies that support racial equity and inclusion, and corresponding professional development opportunities; (c) draft and recommend adoption of model discipline policies and procedures (including policies and procedures governing campus resource officers) incorporating positive and restorative practices and promoting a safe and equitable learning environment where all students are cared for and can excel; (d) conduct a monthly review of exclusionary discipline

June 9, 2016

data, identify needs for further data collection and analysis, and develop a plan for communicating that data and analysis to the public; and (e) take other actions as necessary to implement this Initiative.

  
Dr. Shelley Redinger, Superintendent

  
June 9, 2016