



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 11.1

Meeting Date: May 15, 2014

Subject: Revised Board Policy 5144: Student Discipline

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: June 5, 2014)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent's Office/Office of Innovation

Recommendation: N/A

Background/Rationale:

On March 20, 2014, the Restorative Justice Collaborative (RJC) brought forth to the SCUSD Board of Education, Resolution No. 2789: Establishment of a Whole Child Policy. With a unanimous vote, the Board of Education adopted Resolution No. 2789. The Resolution resolved that the Superintendent establish a district policy and implementation plan to review and revise Board Policies in order to reduce racial disparities.

Staff will be presenting a first reading to the Board of Education of the proposed revisions to Board Policy No. 5144: Student Discipline. Changes have been made in order to conform to the newly adopted Resolution No. 2789: Establishment of a Whole Child Policy.

Financial Considerations: N/A

Documents Attached:

- Executive Summary
- Board Resolution No. 2789
- Attachment A: Revised Board Policy 5144
- Attachment B: Revised Board Policy 5144 with redline and strikethrough

Estimated Time of Presentation: N/A

Submitted by: Koua J. Franz, Chief of Staff

Approved by: Sara Noguchi, Ed.D., Interim Superintendent

Sacramento City USD

Board Policy
Discipline

BP 5144
Students

The Governing Board desires to prepare youth for responsible citizenship by fostering self-discipline and personal responsibility. The Board perceives that good planning, a good understanding of each child, and family involvement can minimize the need for discipline.

(cf. 6159.4- Behavioral Interventions for Special Education Students)

(cf. 6164.5- Student Study Teams)

Legal Reference:

EDUCATION CODE

35146Closed sessions

35291Rules

35291.5School-adopted discipline rules

35291.7School-adopted discipline rules: additional employees

37223Weekend classes

44807.5Restriction from recess for disciplinary purposes

4890048925Suspension and expulsion

4898048985Notification of parents or guardians

4900049001Prohibition of corporal punishment

4933049334Injurious objects

CODE OF REGULATIONS, TITLE 5

307Participation in school activities until departure of bus

353Detention after school

Management Resources

CDE PROGRAM ADVISORIES

1023,88 Corporal Punishment, CIL: 88/9-5

1110.89 Physical Exercise as Corporal Punishment, CIL 89/9-3

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: April 15, 2002

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revised: (Tentative: June 5, 2014)

tiered interventions and other forms of ~~control~~ that focuses on keeping students in school and learning.

This policy also separates “willful defiance” into ~~non-suspendable~~ and suspendable categories of offenses. Non-suspendable offenses are those that are annoying and irritating childish acts on the part of ~~students~~ that do not ~~genuinely~~ defy the valid authority of school employees ~~ensuring the execution of their duties~~. Schools will develop alternative processes to handle these kinds of offenses. Suspendable offenses under Section (K) of the California Education Code 49000 are student offenses that willfully defy the valid authority of supervisors, teachers, administrators, school personnel that are disruptive actions that prohibits the continuation of an educational event to the extent that a student’s refusal is unruly, aggressively ~~threatening~~, and loudly profane. These offenses will follow the more traditional processes of interventions i.e., class suspensions and referrals to the appropriate school employees.

This policy also mandates alternative interventions when the offense is suspendable with off-campus suspension being used as a last resort. Schools are free to implement their own student discipline protocols ~~consistent~~ with Board Policy so long as those protocols are not in conflict with restorative justice practice

The policy requires that all principals must, unless strictly mandated by law, utilize alternatives to suspension and expulsion that are available at their school sites.

Suspensions and expulsions may be utilized in the following circumstances:

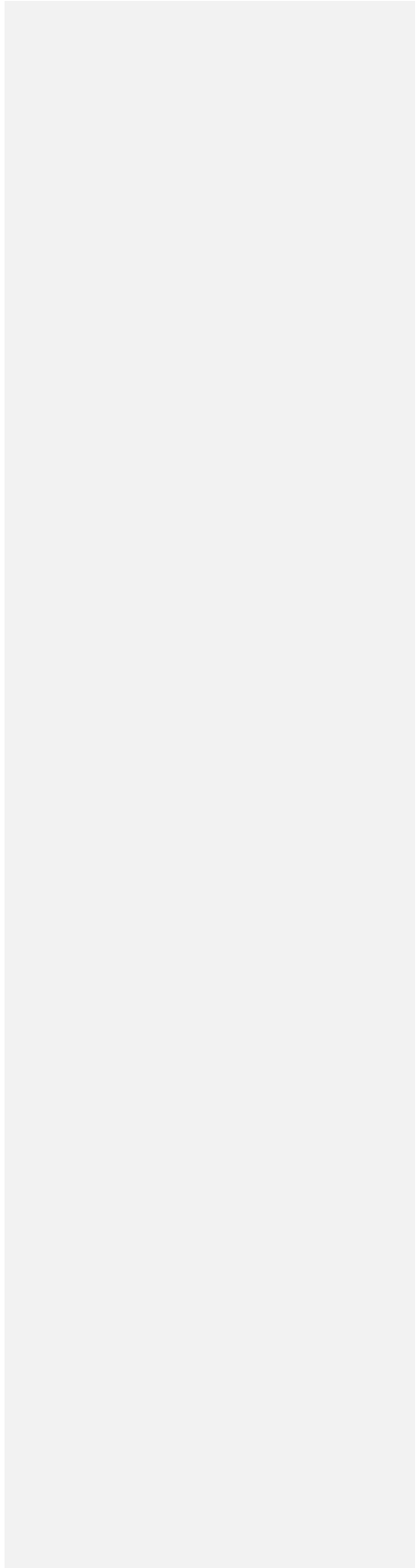
- If required by law (Education Code Section 49015(a), (c)),
- If a student refuses to participate in Peer Courts and/or another alternative program (or does not get the required victim or parent/guardian consent) and/or fails to participate in any other available alternatives to suspension or expulsion,
- Development and implementation of Peer Courts must incorporate student input and must consist of a diverse student body — not just students who rarely, if ever, face disciplinary action themselves
- If the student’s conduct continues despite at least three repeated attempts to utilize alternatives to suspension and expulsion; or
- If the principal determines that the student’s continued presence at the school creates a danger to persons or property or threatens to disrupt the instructional process.

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35291.7School-adopted discipline rules: additional employees

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Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: April 15, 2002

revised: (Tentative: June 5, 2014)

Board of Education Executive Summary

Superintendent's Office/Office of Innovation

Revised Board Policy 5148 Student Discipline

May 15, 2014

I. Overview

On March 20, 2014, the Restorative Justice Collaborative (RJC) brought forth the Sacramento City Unified School District Board of Education Resolution No. 2789 Establishment of a Whole Child Policy. By unanimous vote, the Board of Education adopted Resolution No. 2789: Establishment of a Whole Child Policy.

The Resolution resolved that in order to reduce racial disparities, the Superintendent establish a district policy and implementation plan, hereafter known as the Whole Child Policy, to review and revise board policies to reflect this resolution. The Resolution directs the Superintendent to address this agreement by providing professional learning opportunities that will build and support our teachers, administrators, and staff's intellectual, social, and cultural capacities. The Board of Education also directs the Superintendent to develop an accountability framework that will help guide and measure the growth and achievement of the outcomes stated in this resolution.

Board of Education Executive Summary

Superintendent's Office/Office of Innovation

Revised Board Policy 5144: Student Discipline

May 15, 2014

- ™ February 2014: RJC Team utilized language from this document to draft Resolution No. 2789: Establishment of a Whole Child Policy
- ™ March 2014: Resolution adopted on March 20, 2014.
- ™ March 2014 to May 2014: RJC Team utilized the document and Resolution to revise board policy, vetted the policy, and drafted multiple revisions.
- ™ May 15, 2014: First reading of Revised Board Policy 5144: Student Discipline.

Feedback and Engagement Process

The RJC Team held a series of engagement and feedback sessions to get student responses to the proposed revised policy. The following groups were engaged:

- Worked with SCUSD's Youth Development Department to get student feedback
- Invited students to attend the RJC meetings to discuss the policy and how it would impact them
- RJC members spoke with students individually
- Targeted efforts were made to reach out to students in our District's Men's Leadership Academy
- Presented at parent advisory groups
- Presented at community meetings
- Engaged our union partnership
- Engaged with our principals and teachers
- Created an online survey accessible to all district employees and community partners for feedback

Reactions and responses were taken into consideration and incorporated into the revised board policy. Additional feedback and responses will be used in drafting the Administrative Regulations.

II. Driving Governance:

Strategic Plan Pillar I, Pillar II and Pillar III

Board Mega Results 1, 2, 3, 4

Resolution No. 2789: Establishment of a Whole Child Policy

III. Budget:

Not applicable for board policy revision.

Board of Education Executive Summary

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION**

RESOLUTION NO. 2789

RESOLUTION FOR ESTABLISHMENT OF A WHOLE CHILD POLICY

WHEREAS the Sacramento City Unified School District (SCUSD) has a long history of providing a high quality education for all students;

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

a District-wide, positive, relationship-based culture that supports all members of the SCUSD community and has been a statewide leader in initiating policies to support Restorative Practices,

rejection amongst students, and an extensive study from Texas State University, San Marcos

more likely to dropout, six times more likely to repeat a grade, and three times more likely to have contact with the juvenile justice system if suspended; and

WHEREAS, SCUSD remains concerned that a disproportionate number of African-American students and students with disabilities in SCUSD are given out of classroom referrals, and suspended, leading to extensive lost instructional time and deepening the racial achievement/opportunity gap; and

WHEREAS, SCUSD remains consistent with state and national trends, African American students in SCUSD are disproportionately impacted by this phenomenon. In 2012-2013, African-American students made up approximately 17.7% of the school population, but accounted for close to 41.48% of suspensions and expulsions, and African-American missed 4,572 instructional days due to suspension; and

WHEREAS, SCUSD decreased the number of suspensions for willful defiance from 30.81% in 2011-2012 to 26.41% in 2012-2013. The educational leaders in SCUSD will continue to support the spirit of AB 1729 which requires schools to first consider alternative corrective measures before suspension and expulsion; and

WHEREAS, SCUSD remains concerned that in 2012-2013, African-American and Latino students make up 73.83% of all SCUSD suspensions, and 75.89% of all suspensions identified under the category of "willful defiance"; and

WHEREAS, SCUSD recognizes that neighborhood school districts in CA's ...

[REDACTED]

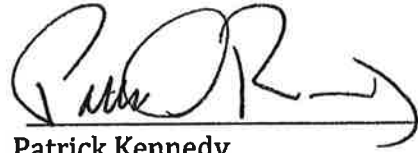
institute similar practice; and

WHEREAS, SCUSD recognizes the need to aligning available resources to support and address this issue through our Local Accountability Control Plan (LCAP) progress; and

WHEREAS, SCUSD in compliance with California Education Code Section 48900.5, effective January 1, 2012, reads that "Suspension, including suspension shall be imposed

[REDACTED]

ABSTAIN:
ABSENT:



Patrick Kennedy
President of the Board of Education

ATTESTED TO

Sara Rogach

Secretary