

WHEREAS, West Contra Costa Unified School District (WCCUSD) believes strongly in creating a District wide, positive, relationship based culture that is supportive of all members of WCCUSD. This culture is grounded in Restorative Practices, Positive Behavior Interventions and Supports, Trauma-Informed Practices; and

WHEREAS WCCUSD is committed to addressing disproportionality and disparities in the issue of office referrals, suspensions, expulsion referrals, and expulsions, all of which result in lost instructional time. By taking affirmative steps to support its school site leadership, teachers, staff, and parents, WCCUSD support students in the classroom; and

WHEREAS WCCUSD has taken a strong and proactive role in its commitment to address disproportionality in suspension and expulsion rates through its schoolwide plans to address classroom behavior management and discipline; and

WHEREAS, the leadership and systemic change led by WCCUSD educators has already resulted in significant reductions in overall suspensions throughout the District by more than 40 percent from 2014-2015 and 2015-2016.

WHEREAS WCCUSD recognizes that California law provides that suspension, including suspension, should only be utilized for adjustment purposes only when other means of correction have failed. Suspension should be used only when proper conduct and/or safety is at risk, and provides alternatives to suspension that are age-appropriate and designed to address and correct the student's specific misconduct; and

WHEREAS multiple studies indicate that suspension does not result in positive behavior change and furthermore can instead intensify misbehavior by increasing shame, alienation, and/or rejection amongst students, and;

WHEREAS, the American Academy of Pediatrics, Council on School Health, 2013 policy statement, "Out-of-School Suspension and Expulsion," describes the adverse effects of out-of-school suspension as

WHEREAS, WCCUSD has made strides to limit the role of law enforcement in addressing minor school-related behavior and begun to focus more resources on effective evidence-based supports; and

WHEREAS, WCCUSD considers referral of students to law enforcement a last resort; and

WHEREAS, funding for law enforcement should be directed towards the reduction of class sizes and total class loads to support restorative justice practices and

WHEREAS, the implementation of Restorative Practices should be supported by Restorative Justice coordinators to directly provide professional development and mentorship to each far school.

NOW, THEREFORE BE IT RESOLVED, that the West Contra Costa Unified School District Board of Education directs the Superintendent establish district policy on implementation, hereafter known as the Positive School Climate Policy, to phase all extraordinary disciplinary procedures and extend positive tiered behavior interventions to suspension, increase time, and reduce racial disparities as follows:

Develop a policy and implementation plan for the roll out of Restorative Practices (RP) and a schoolwide Positive Behavior Plan at all schools over the next two years.

o The plan shall:

Ensure that RP/PBIS supports, including training and professional development, are available to all teachers and educators throughout the district;

Identify resources and staffing needed to move towards full implementation, including identifying the roles and responsibilities of staff in the District office who are helping to implement alternatives to suspension;

Integrate RP and SWPBIS with Response to Intervention (RTI), and work

prevent behavior issues from escalating; Set measurable outcomes and benchmarks for decreasing the number of students for each subgroup that are referred to the office, suspended, involuntarily transferred, or expelled.

For Restorative Practices, the plan shall include, but not be limited to the following: .

- Implement principles and processes

Positive School Climate Policy

Unless there is a serious and immediate threat to life or physical safety, school personnel shall

Inventory programs and services at sites. Develop policy recommendations to identify criteria for the selection of programs and services and/or required supports. (See comprehensive listing of services maintained by Community Engagement)

Encourage or require creation of schoolwide behavior management and discipline plans that define schoolwide positive interventions and supports to be implemented, define “minor behaviors/infractions” and the behavioral interventions and supports to be used to correct and improve behavior, and define “major” (Tier 2 and 3) behaviors and the alternatives to suspension to be used prior to considering suspension.

Ensure a restorative reintegration conference is in place for any student returning from suspension.

BE IT FURTHER RESOLVED, that the Superintendent shall:

1. Maintain the

