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WHEREAS, West Contra Costa Unified School District (WCCUSD) believes strongly in creat District wide, positive, relationship based culture that is supportive of all members of WCCUSI 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 issua office referrals, suspensions, expulsion referrals, and expulsions, all of which result in lost instru VD O U tihld, Raxi Jaking affirmative steps Utbl support its school site leadership, teachers, staff, and par support students in the classroom; and

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

WHEREAS, the leadership and systemic change led by WCCUSD educators has already resulte reductions in overall suspensions throughout the District by more than 40 percent from 2014-20 and M

WHEREAS WCCUSD recognizes that California law provides that suspension, including sup suspension shall be utilized for adjustment purposes only when other means of correction have to being about approper conduct and/or safety is at risk, and provides alternatives to suspension t 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 conditions 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 TAHEO

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WHEREAS, WCCUSD remains concerned \$hat in 2016-2017, overall African American and Latino students make up 85% of all WCCUSD suspensions and 90% of all suspensions identified under the category of "willful defiance"; and

WHEREAS, WCCUSD recognizes that it is annually required to develop and adopt a that it call control and Accountability Plan (LCAP), which shall include, for the district and each of its schools: (1) baseline data on the current suspension and expulsion rates disaggregated for all Mupils and subgroups,

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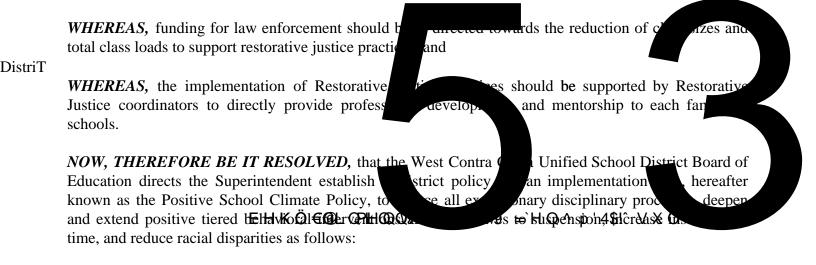
and supports to meet the goals; and

disaggreg**WHEREAS**, the California School Dashboard now measures suspensitions as part of the accountability system designed to assist in identifying strengths, weaknesses, and areas in need of improvement; and

WHEREAS, California Education Code Section 48900.5, effective January 1\$ 2013, reads that "Suspension, including supervised suspension, shall be imposed only when other means of correction #tioppediateleast and the gate of the gate of the section of the secti Positive School Climate Policy November 2017 Page 3 of 10

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



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.

• The plan shall:

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

be Identify resources and staffing needed to move towards full implementation, E3)₩WODESUFPVESQ€ÀPO€M/IRdingSid,7FRIQOEP¶E 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 Positive School Climate Policy November 2017 Page 4 of 10

> 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

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

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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)

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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