

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

1108 Bissell Avenue  
Richmond, CA 94801

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## RESTORATIVE PRACTICES OVERVIEW

### What are Restorative Practices?

Restorative Practices effectively foster supportive and safe school climates by preventing, addressing, and changing behaviors that hurt individuals, families, schools, and communities.

They provide the structures and skills needed to create and maintain positive relationships.

Restorative Practices help strengthen the communication between adults and students on campus. They are also the preferred approach to address student behavior issues because they reflect the importance of relationships among students and between teachers and students. These approaches provide students with opportunities to develop self-discipline and positive behaviors in a caring, supportive environment. A

## STUDENT DISCIPLINE CODE

The student discipline code applies to all students attending school in the West Contra Costa Unified School District including the following circumstances: (1) while on any school grounds; (2) while going to or coming from any school; (3) during the lunch period, whether on or off the school campus; (4) during, going to, or coming from a school-sponsored activity; and (5) “electronic act” that has originated on or off the school-site. Where appropriate, discipline should be progressive. This means that a student’s first violation will usually merit a consequence of a lesser degree than subsequent violations, taking into account all factors relevant to the severity of the current violation. Except where specified by Education Code Section 48900.5, a student may be suspended when there has been a determination that other means of correction have failed to bring about proper conduct or are not currently feasible, or that the student’s presence causes a danger to persons.

The student discipline code also applies to: (1) all school-related trips and excursions approved according to governing board standards; and (2) optional District educational programs such as: (a) summer school; (b) after-school programs and (c) pre-kindergarten or preschool programs. At the principal’s discretion, a student with documented discipline problems not requiring expulsion may be removed from the remainder of an optional educational program. Before a removal occurs, the parent will receive a written notice and an opportunity to be heard in front of the principal or principal’s designee.

### Consequences and Interventions

Understanding that consequences and interventions represent “teachable moments” is fundamental to a



# Restorative Justice & Discipline Question Response (or The Framework for the WCCUSD Approach to Behavior Management)

The West Contra Costa Unified School District requires the implementation of other means of correction before a student is suspended for 48900 (f-s) infractions except when the student's presence causes a danger to persons. The goal of this requirement is to promote restorative responses to behavior that provide opportunities for misbehaving.6(o)10sponsespo eap cs 0ren befes

(g) The public policy of this state is to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from school.

(h) The public policy of this state is to ensure that school discipline policies and practices are implemented and enforced evenhandedly and are not disproportionately applied to any class or group of pupils.

(i) The intent of this act is to clarify existing law on school discipline and ensure the discretion of superintendents of schools and principals to implement school discipline policies and practices other than school suspension and expulsion.

Below you will find the specific language that relates to 48900.5. Critical elements are underlined below that will provide deeper understanding to AB 1729 and the WCCUSD approach to behavior management and discipline.

48900.5.

Rationale: The nexus between AB 1729/48900.5 and Restorative and Trauma Informed Practices is





## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response may only be given if other means of correction have failed to bring about proper conduct; or due to the nature of the act, the student's presence causes a danger to persons; or suspension is authorized by law. In accordance with law, a Level 3 response may be used on a first offense for behaviors marked with an asterisk (\*).

	Level 1	Level 2	Level 3	Mandatory recommendation for expulsion	Required Law Enforcement
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## PROBLEM BEHAVIOR AND APPLICABLE LEVELS OF RESPONSE

Note: If the problem behavior is assigned to two or more levels, then whenever possible, the lowest level of consequence and intervention should be used first. A Level 3 or above response is used if the student has had two or more Level 1 or 2 responses, or if the student's previous Level 1 or 2 responses have failed to bring about proper conduct; or due to the nature of the behavior; or due to the danger to persons; or suspension is authorized by law. In accordance with law, a first offense for behaviors marked with an asterisk (\*).

			Level	Level	
				2	

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	Level 1	Level 2	Level 3	Mandatory recommendation for expulsion	Required
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## RECOMMENDATIONS OF EXPULSION

This matrix is a tool designed to help administrators decide when expulsion of a student is deemed mandatory, expected, or at administrators discretion.

<p>Must Recommend Expulsion (Mandatory)</p>	<p>Shall Recommend Expulsion Unless Particular Circumstances Render Inappropriate (Expulsion Expected)</p>	<p>May Recommend Expulsion (Discretionary)</p>
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Education Code , Section