

Restorative Practices

Revised Proposal from SCTA to SCUSD

3-21-18 6-23-20 (slightly revised 5-12-21)

SCTA, the District and our community partners share the value of a culture of restorative practices to improve the school climate and achieving safe, respectful, equitable and just school sites. We further believe that developing this culture needs to come from the grass roots where educators, students, and community partners work together and are empowered with the resources and autonomy to create a positive school climate, and where communities achieve buy-in to a common vision of creating a positive school environment at the local level. This approach builds from the bottom up rather than the top-down.

The parties believe that if done right, fostering a culture of restorative practices should result in:

- A more effective, **culturally competent** teaching and learning environment leading to better academic outcomes;
 - An increased a sense of belonging and improves relationships among students, teachers, staff, parents, and administrators.
 - The development of curious, adventurous, resilient and healthy students who resolve conflicts in ways that are ultimately healing and improve a school's learning climate and sense of safety;
 - Meaningful alternatives to discipline that reduce suspensions, expulsions, and time out of classrooms, thereby increasing students' instructional minutes;
 - Less reliance on punitive, disciplinary responses which should lead to more equitable outcomes for high-risk, high need students (e.g., students of color, special education students, and low SES students).
- I. The parties will form a District-wide Student Success, School Safety and Climate Committee shall consist initially of eight representatives chosen by the Association and 8 representatives chosen by the District. Appointees may include but not be limited to teachers, principals, **community representatives**, students and parents/guardians. The purposes of the committee will be to provide oversight and guidance to the development, implementation, evaluation and modification regarding creation of a Restorative Practices culture in the District.

II. The district will support restorative practices by providing schools with additional funding of \$150,000 per school per year. For those schools with an enrollment of over 1000 students, they will receive an additional allocation of at least \$100 per student over 1000. Appropriate allocations may include the hiring of additional SCTA-represented certificated staff including but not limited to counselors, school psychologists, and/or social workers.

III. The following sites shall be identified as potential Restorative Practices' Pilot Schools:

[Insert names.]

Additional schools may be included through mutual agreement of the parties.

IV. A school shall become a Restorative Practices School following:

1. The development of a site-based plan by site administrators and the SCTA-represented team, with the input and involvement of parents and/or community groups from the local neighborhood.
2. The site-based plan is submitted by March 1 of each year for approval of the Joint SCTA-SCUSD District-wide Student Success and School Safety and Climate Committee.

V. Pilot schools shall use a research-based restorative practice model chosen by the site by the administrators and SCTA-represented educators at the site and approved by the District-Wide Student Success and School Safety and Climate Committee.

~~VI.~~ Both the District-wide and School Site Committees set forth above, will review agreed-upon metrics that may include, but are not limited to:

Academics:

1. The number and percentage of students who were previously suspended and post suspension participate in at least one restorative practices intervention and:
 - a. Are not suspended again within the next school year;
 - b. Maintain grade-level on track readiness;
 - c. Move from off-track to on-track grade-level readiness.
2. The number and percentage of students who participate in at least one restorative practices intervention and:
 - a. Maintain grade-level on track readiness;

- b. Move from off-track to on-track grade-level readiness.

Discipline and Behavior:

1. The number and percentage of students who were previously suspended and post suspension participate in at least one restorative practices intervention and are not suspended again within the next school year;
2. The number and percentage of students with one or more total suspensions in the previous three school years are more than ten percent (10%) negatively disproportionately represented.

School Climate:

1. The number and percentage of students who respond favorably to the question: "Is there is a teacher or some other District-employed adult who really cares about me?"
2. The number and percentage of students who respond favorably to the question: "Do you feel like you are a part of the school?"
3. The number and percentage of certificated staff who respond favorably to the question: "Do you believe your school has in place a restorative practices culture that allows you to lead your classroom in a way that promotes a safe and healthy learning environment for all students?"
4. The number and percentage of parents who respond favorably to the question: "Do you believe that your school has a restorative practices culture that promotes a safe and healthy learning environment for all students?"

Attendance:

1. The number of K-12 students who met an Early Warning System at-risk attendance zone indicator in the previous semester, had a responsive restorative practices engagement in the current semester, and has seen attendance improve in the current semester.
2. The overall K-12 attendance percentage at a K-12, restorative practices-identified school.

2.3. The number and percentage of students who participated in at least one proactive restorative practices initiative and who have improved attendance.

3.4.

VII.VI. Restorative Practices Training for All Certificated Staff:

Consistent with the SCTA/SCUSD collective bargaining agreement, and District Board Policy 5144, the Superintendent or designee will negotiate with the Association to establish a discipline matrix that will serve as a guide to school sites with regard to suspension and expulsion of students based on California Education Code. Upon request of the Association or the District, school sites can mutually refine this matrix to explicitly discuss particular school needs or address problem school areas (such as the playground) or times of day (such as after lunch) but elements in the matrix shall be applied equally.

Consistent with SCUSD Board Policy 5144, schools are strongly encouraged to use alternative means of correction, such as participation in programs that are restorative with positive behavior supports that include tiered intervention and other forms of correction that focus on keeping students in school and learning.

The District will provide the resources, **agreed-upon professional development** and support that will be available to all teachers to implement and sustain alternative means of correction (particularly restorative practices) as described the preceding paragraph.

VII. Replacement of School Resource Officers with Professional Support Staff, including Psychologists, Social Workers, Behavioral Intervention Specialists and Counselors:

Consistent with Recommendation #1 from the African American Student Achievement Task Force, SCUSD will divest from the funding of School Resource Officers (SROs) and instead investing those funds into adding trained School Psychologists and other professionals who can assist staff with strategies that include true alternatives to suspensions and other Restorative strategies.