



# 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.

This policy sets forth a framework for implementing alternatives to the current discipline system, which has focused on out-of-school removals as a means to address student behavior and resulted in negative outcomes for students and schools. Consistent with California law, for most conduct before in-school or out-of-school suspension is utilized, other means of correction must be put in place and be shown to have failed. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. To that end, consistent and clear guidelines will be utilized to avoid disparate application and treatment, promote equity, and encourage individualized and customized responses to student behavior.

Discipline should be equitable, timely, consistent, fair, developmentally appropriate, and match the severity of the student's misbehavior, while ensuring school safety. Discipline practices should eliminate disparities in applying discipline by assuring equitable interventions and consequences across all schools and for all students, with special attention to those who have been disproportionately impacted.

The Superintendent, or designee will collaboratively develop a Discipline Matrix with stakeholders that shall be used to guide the actions of all school site leaders with regards to when out-of-school suspension or an expulsion referral can be utilized for certain offenses recognized in the California Education Code. School sites can further 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 the elements in this Matrix shall be applied equally to all students and data shall be entered and analyzed monthly by all school sites to ensure equal and objective application. The Superintendent or designee shall review data to ensure that the Matrix is being followed and take appropriate action if discrepancies are found.

It is the intent of this policy to minimize the excessive use of willful defiance as a reason to impose in-school and off-campus removals that often lead to poor educational outcomes, and encourage schools to use alternative means of correction such as participation in programs that are restorative with positive behavior supports that include tiered interventions and other forms of correction that focuses on keeping students in school and learning.

## Attachment A

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 during 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 48900 are student offenses that willfully defy the valid authority of supervisors, teachers, administrators, school personnel that are disruptive actions that prohibits the continuance 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 practices. 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.

The Superintendent, or designee, will provide to the Board an annual plan that will address a Professional Development Plan insuring that all District Employees will be trained in the following:

- i. Mandatory professional development in the area of School-Wide Positive Behavior Interventions & Supports.
- ii. Mandatory professional development in Restorative Practices and Social and Emotional Learning.
- iii. Mandatory professional development in the area of implicit bias.
- iv. Mandatory professional development in the area of cultural proficiency.

Ongoing and annual budget priorities adopted by this Governing Board will reflect the need to prioritize ongoing supports for student interventions, staff professional development training and other resources identified by the Superintendent, Superintendent’s designee, parents, administrators, School Site Leadership Team, certificate and classified staff and students that will help enhance the achieving goals of this policy.

(cf. [4158/4258/4358](#) - Employee Security)

(cf. [5131](#) - Conduct)

(cf. [5142](#) - Safety)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

## Attachment A

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

(cf. [6164.5](#) - Student Study Teams)

Legal Reference:

EDUCATION CODE

[35146](#) Closed sessions

[35291](#) Rules

[35291.5](#) School-adopted discipline rules

[35291.7](#) School-adopted discipline rules: additional employees

[37223](#) Weekend classes

[44807.5](#) Restriction from recess for disciplinary purposes

[48900-48925](#) Suspension and expulsion

[48980-48985](#) Notification of parents or guardians

[49000-49001](#) Prohibition of corporal punishment

[49330-49334](#) Injurious objects

CODE OF REGULATIONS, TITLE 5

[307](#) Participation in school activities until departure of bus

[353](#) Detention 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

## Attachment A

revised: (Tentative: June 5, 2014)

# 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~~parent involvement can minimize the need for discipline.

This policy sets forth a framework for implementing alternatives to the current discipline system, which has focused on out-of-school removals as a means to address student behavior and resulted in negative outcomes for students and schools. Consistent with California law, for most conduct before in-school or out-of-school suspension is utilized, other means of correction must be put in place and be shown to have failed. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. To that end, consistent and clear guidelines will be utilized to avoid disparate application and treatment, promote equity, and encourage individualized and customized responses to student behavior.

Discipline should be equitable, timely, consistent, fair, ~~developmentally~~ and ~~developmentally~~ appropriate, and match the severity of the student's misbehavior, while ensuring school safety. Discipline practices should eliminate disparities in applying discipline by assuring equitable interventions and consequences across all schools and for all students, with special attention to those who have been disproportionately impacted.

The Superintendent, ~~or~~ ~~Designee~~ will collaboratively develop a Discipline Matrix with stakeholders that shall be used to guide the actions of all school site leaders with regards to when out-of-school suspension or an expulsion referral can be utilized for certain offenses recognized in the California Education Code. School sites can further refine this ~~M~~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 the elements in this ~~M~~matrix shall be applied equally to all students and data shall be entered and analyzed monthly by all school sites to ensure equal and objective application. The Superintendent ~~or designee~~ shall review ~~the data entered~~ to ensure that the Matrix is being followed and take appropriate action if discrepancies are found. ~~The Matrix will have student input when deciding on alternatives to discipline.~~

It is the intent of this policy to minimize the excessive use of willful defiance as a reason to impose in-school and off-campus removals that often lead to poor educational outcomes, and encourage schools to use alternative means of correction such as participation in programs that are restorative with positive behavior supports that include

## Attachment B

tiered interventions and other forms of correction 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 during 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 48900 are student offenses that willfully defy the valid authority of supervisors, teachers, administrators, school personnel that are disruptive actions that prohibits the continuance 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 practices.

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 only in the following circumstances:

- If required by law (Education Code Section 48915(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.

Comment [SCUSD1]: RJC will add to AR

Teachers shall use positive conflict resolution techniques and avoid unnecessary confrontations. When misconduct occurs, staff shall make every effort to identify and correct the causes of the student’s behavior.

The Superintendent, or Designee, will provide to the Board an annual plan that will address the role out of a Professional Development Plan insuring that all District Employees will be trained in the following:

- i. Mandatory professional development in the area of School-Wide Positive Behavior Interventions & Supports.

Attachment B

- ii. Mandatory professional development in Restorative Practices and Social and Emotional Learning.
- iii. Mandatory professional development in the area of implicit bias.
- iv. Mandatory professional development in the area of cultural proficiency.

Ongoing and annual Bbudget priorities adopted by this Ggoverning bBoard will reflect the need to reflect the prioritizety of providing ongoing supports for student interventions, staff professional development training and other resources identified by the Superintendent, Superintendent's dDesignee, pParents, aAdministrators, School Site Leadership Team, cCertificate and cClassified staff and students that will help enhance the achieving the goals of this policy.

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

Staff shall enforce disciplinary rules fairly and consistently, without regard to race, creed, color or sex.

In order to maintain safe and orderly environments, the Board shall give employees all reasonable support with respect to student discipline. If a disciplinary strategy is ineffective, another strategy shall be employed. Continually disruptive students may be assigned to alternative programs or removed from school.

(cf. [4158/4258/4358](#) - Employee Security)

(cf. [5131](#) - Conduct)

(cf. [5142](#) - Safety)

(cf. [5144.1](#) - Suspension and Expulsion/Due Process)

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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 5144: Student Discipline

May 15, 2014



### I. Overview

On March 20, 2014, the Restorative Justice Collaborative (RJC) brought forth to the Sacramento City Unified School District's 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.

The Restorative Justice Collaborative (RJC) members consist of parents, teachers, site administrators, central office administrators and other community members. The Collaborative's Steering Team consisted of Board member, Jeff Cuneo; Interim Superintendent, Sara Noguchi; Presiding Judge of the county's Juvenile Court, Judge Stacy Boulware-Eurie; parent and attorney from Judicial Council of California, Administrative Office of the Courts, Tracy Kenny, and from the Black Parallel School Board, Carl Pinkston and Darryl White. The Steering Team helped develop the group's agenda and provide resources and information. The RJC is facilitated by Koua Franz, Chief of Staff, with supports for the RJC meetings made possible through a grant from The California Endowment.

The following outlines the RJC's contribution to the development of the resolution and development of the revision of the Board Policy 5144:

- ❖ **2012-2013:** Monthly meeting between the Superintendent's Office and the Black Parallel School Board (BPSB).
- ❖ **Summer of 2013:** Establishment of the Restorative Justice Collaborative (RJC) Team.
- ❖ **August 2013 to September 2013:** Data mining and researched the issues.
- ❖ **October 2013 to November 2013:** Engaged and established a series of discussions around this topic with the community and schools.
- ❖ **November 2013 to January 2014:** RJC Team compiled a document identifying best practices, policy language, supports and services.
- ❖ **February 2014:** Engaged stakeholders around this document for feedback.

# 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 reactions and 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 to 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.

### **IV. Goals, Objectives and Measures:**

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.

# Board of Education Executive Summary

## Superintendent's Office/Office of Innovation

Revised Board Policy 5144: Student Discipline

May 15, 2014



This policy sets forth a framework for implementing alternatives to the current discipline system, which has focused on out-of-school removals as a means to address student behavior and resulted in negative outcomes for students and schools. Consistent with California law, for most conduct before in-school or out-of-school suspension is utilized, other means of correction must be put in place and be shown to have failed. Before consequences are given, students must first be supported in learning the skills necessary to enhance a positive school climate and avoid negative behavior. To that end, consistent and clear guidelines will be utilized to avoid disparate application and treatment, promote equity, and encourage individualized and customized responses to student behavior.

### VI. Results:

The following outlines the revisions that were made to BP 5144. Please see Attachment A for a copy of the revised board policy:

#### Page 1:

- An additional four paragraphs were created.
- The paragraphs state that this policy sets forth a framework for implementing alternatives to the current discipline system.
- Furthermore, it calls for a guided framework from the district that will help school sites develop their own Discipline Matrix.

#### Page 2:

- The policy separates “willful defiance” into non-suspendable and suspendable categories of offenses.
- States that off-campus suspension is the last resort.
- School must have discipline protocols that do not conflict with restorative justice practices.
- The policy addresses professional development for all district employees in the following: school wide positive behavior interventions and supports, restorative practices, social and emotional learning, implicit bias and cultural proficiency.
- Ongoing and annual fiscal support.

### VII. Lessons Learned/Next Steps:

- June 5, 2014: Second reading to seek Board approval.
- Disseminate and communicate the revised policy to all school site and staff.
- Pull a team together to start working on Administrative Regulations (ARs) to address:
  - i. Professional Development
  - ii. Supports and Services
  - iii. Develop ongoing monitoring and evaluation

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

**RESOLUTION NO. 2789**

**RESOLUTION FOR ESTABLISHMENT OF A WHOLE CHILD POLICY**

**WHEREAS**, Sacramento City Unified School District (SCUSD) believes strongly in creating 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, School-wide Positive Behavior Interventions and Supports, and Social and Emotional Learning; and

**WHEREAS**, SCUSD is committed to fostering and cultivating a learning community that places a laser-like focus on equity as it implements a comprehensive and robust educational program that responds to the broad range of individual needs (economic, social, behavioral, and academic) that impact student learning and well-being, while honoring its diversity; and

**WHEREAS**, SCUSD is committed to providing our community with schools that are safe, caring places for children to enjoy learning, to become independent thinkers, to make lasting friendships and to master essential standards of learning. Through SCUSD's Social and Emotional Learning initiative, students will gain skills in five competencies that researchers agree are essential to success in school and life: self-management, self-awareness, responsible decision-making, relationship skills, and social awareness; and

**WHEREAS**, SCUSD is committed to addressing disproportionality and disparities in the issuance of out of classroom referrals, suspensions, expulsion referrals, and expulsions, all of which result in lost instructional time, and taking affirmative steps to support its school-site leadership, teachers, staff, and parents to support students in the classroom; and

**WHEREAS**, SCUSD has been a beacon for others to follow with respect to limiting expulsions. SCUSD has significantly fewer expulsions than all similar districts statewide; and

**WHEREAS**, SCUSD through targeted interventions and systemic change, SCUSD educators, created an environment that recognized the importance of graduation. To that end SCUSD graduation percentages increased 6.6% in 2011 and 5.2% 2012. SCUSD led all area districts in graduation increases and all similar districts statewide. The commitment to serving our students until the completion of their coursework remains strong; and

**WHEREAS**, SCUSD recognizes that California law provides that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to bring about proper conduct and/or safety is at risk, as well as, provides alternatives to suspension that are age appropriate and designed to address and correct the student's specific misconduct; and

**WHEREAS**, SCUSD recognizes that research indicates a substantial shift throughout the country on this topic. Research indicates that suspension does not often result in positive behavior conditioning and furthermore can instead intensify misbehavior by increasing shame, alienation, and

rejection amongst students, and an extensive study from Texas found that students are five times 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 recognized that the U.S. Department of Education (ED) had issued a resource guide to assist states, school districts, charter school operators, school staff, parents, students, and other stakeholders who are seeking to develop school climate and school discipline policies and practices that are both locally tailored and grounded in recognized promising practices and research; and

**WHEREAS**, SCUSD is committed to incorporating the three key principles from U.S. ED to help guide efforts in creating a productive learning environment. These three key principles are:

- **Principle 1: Climate and Prevention:** Schools that foster positive school climates can help to engage all students in learning by preventing problem behaviors and intervening effectively to support struggling and at-risk youth.
- **Principle 2: Expectations and Consequences:** Schools that have discipline policies or codes of conduct with clear, appropriate, and consistently applied expectations and consequences will help students improve behavior, increase engagement and boost student success.
- **Principle 3: Equity and Continuous Improvement:** Schools that build staff capacity and continuously evaluate the school’s discipline policies and practices are more likely to ensure fairness and equity and promote achievement for all students.

**WHEREAS**, SCUSD recognizes that neighboring school districts in California have already institute similar practice; and

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

**WHEREAS**, SCUSD in compliance with 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 fail to bring about proper conduct," and "other means of conduct include but are not limited to: (1) A conference between school personnel, the pupil's parent or guardian, and the pupil, (2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling, (3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents, (4) Referral for a comprehensive psychosocial or psycho educational assessment, including for purposes of creating an individualized education program, (5) Enrollment in a program for teaching pro social behavior or anger management, (6) Participation in a restorative justice program, (7) A positive behavior support approach with tiered interventions that occur during the school day on campus, or (8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups;" and

**WHEREAS**, SCUSD recognized that In order to effectively reduce the number of out of classroom referrals and suspensions, it is imperative to provide targeted support that empowers teachers who most need to build effective instructional and classroom management tools that can be exhausted before referring a child out of the classroom.

**THEREFORE BE IT RESOLVED**, That the Board of Education of the Sacramento Unified School District requests that the Superintendent in order to reduce racial disparities establish a district policy and an implementation plan, hereafter known as the *Whole Child Policy*, and will review and revised all other board policies to reflect this resolution; and

**BE IT FURTHER RESOLVED**, That the Board of Education 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.

**BE IT FURTHER RESOLVED**, That the Board of Education directs the Superintendent to develop an accountability frame work that will help guide and measure the growth and achievement of the outcomes stated in this resolution.

**PASSED AND ADOPTED** by the Sacramento City Unified School District Board of Education on this 20th day of March, 2014, by the following vote:

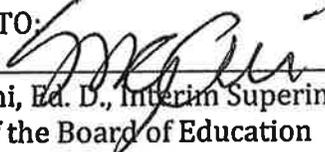
AYES:  
NOES:

7  
0

ABSTAIN: —  
ABSENT: —



Patrick Kennedy  
President of the Board of Education

ATTESTED TO:   
\_\_\_\_\_  
Sara Noguchi, Ed. D., Interim Superintendent  
Secretary of the Board of Education