



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 9.1

Meeting Date: March 20, 2014

Subject: Approve Resolution No. 2789: Establishment of the Whole Child Policy

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Superintendent Office

Recommendation: Approve the Resolution

Background/Rationale: 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.

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.

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.

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. The of Board of Education also will 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 as well as develop an accountability frame work that will help guide and measure our success in achieving the outcomes stated in this resolution.

Financial Considerations: None

Documents Attached:

1. Resolution No. 2789: Establishment of the Whole Child Policy

Estimated Time of Presentation: N/A

Submitted by: Jeff Cuneo, Board Member

Approved by: Sara Noguchi, Ed.D., Interim Superintendent

**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: ___

ABSTAIN: _____
ABSENT: _____

Patrick Kennedy
President of the Board of Education

ATTESTED TO:

Sara Noguchi, Ed. D., Interim Superintendent
Secretary of the Board of Education