

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

Agenda Item# 11.2

**Meeting Date:** May 15, 2014

# Attachment A

## Attachment A

(cf. [6141.6](#) - Multicultural Education)

(cf. [6161.1](#) - Selection and Evaluation of Instructional Materials)

(cf. 6164.5 – Student Study Teams)

The Superintendent or designee shall give students the opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school.

The Superintendent or designee shall include students, families, educators, and support personnel, juvenile justice professionals, law enforcement officers, child welfare workers and other community members in the development and implementation of school improvement plans. Focus on improving physical conditions, communication between stakeholders, and structures that affect school climate.

(cf. [5126](#))

## Attachment A

available to students, parents/guardians, volunteers and any other individuals part of the school community.

Legal Reference:

EDUCATION CODE

[35160](#) Authority of governing boards

[35160.1](#) Broad authority of school districts

44806 Duty concerning instruction of students

Policy SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

adopted: November 16, 1998 Sacramento, California

reviewed: April 15, 2002

revised: (Tentative: June 5, 2014)

Attachment B

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BP 5137  
Students

Every student has a right to be educated in a safe and welcoming environment, and to be treated in a manner that respects their human dignity and to be free from disparate or discriminatory discipline.

Every educator has a right to be provided with the support and tools to meet the needs of students struggling with social and emotional challenges and to teach in a school environment that provides a structure for teaching and supporting positive behaviors.

Every parent has a right to be included in creating positive school climate and interventions appropriate for students in our schools.

The Governing Board desires to nurture and maintain effective learning environments with the cultivation of positive and safe behaviors, development of social emotional learning competencies skill sets and a positive school climate and culture.  
~~provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.~~

(cf. [0410](#) - Nondiscrimination in District Programs and Activities)

(cf. [5132](#) - Dress and Grooming)

(cf. [5144](#) - Discipline)

(cf. [5145.2](#) - Freedom of Speech/Expression: Publications Code)

(cf. [5145.3](#) - Nondiscrimination/Harassment)

(cf. [5145.7](#) - Sexual Harassment)

The Board encourages on going professional development and training, aligned with school and district reform goals, to all school staff, with a focus on evidenced-based positive school discipline, conflict resolution, cultural relevancy and responsiveness, behavior management, social justice and equity.

Furthermore, the Board shall increase investments in social and emotional learning and student support teams, focusing on academic engagement, equitable access to rigorous

[Attachment B](#)

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# Board of Education Executive Summary

## Superintendent's Office/Office of Innovation

Revised Board Policy 5137: Positive School Climate

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*



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- ❖ **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 5137: Positive School Climate.

### 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

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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 5137. Please see Attachment A for a copy of the revised board policy:

#### Page 1:

- A preamble around students, educators and parent's rights were

**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
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**RESOLUTION NO. 2789**

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

**WHEREAS** the Sacramento City Unified School District (SCUSD) has a long history of providing a high quality education for all students;

and

and

and

and

and

and

and

and

and

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,

and

rejection amongst students, and an extensive study from Texas State University, which found that students who are

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

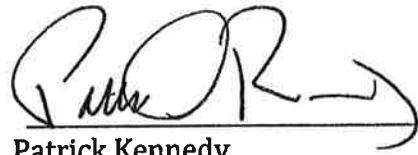
**WHEREAS, SCUSD** recognizes that neighborhood school districts in CA's ...

institute similar practice; and

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

**WHEREAS, SCUSD** in compliance with California Education Code Section 48900.5, effective January 1, 2012, reads that "Suspension, including suspension shall be imposed

ABSTAIN: —  
ABSENT: —



Patrick Kennedy  
President of the Board of Education

ATTESTED TO

Sara Noguchi,  
Secretary of the Board of Education