

# STOCKTON UNIFIED SCHOOL DISTRICT

## RESOLUTION NO. 18-53

### Approval of Strong School/Healthy Communities

**WHEREAS**, Stockton Unified School District has resolved to put the best interest of the students first;

**WHEREAS**, it is the mission of the District to "*provide all students with a world-class education, high-quality instruction, a well-rounded educational experience, and the support necessary to succeed*"; and to graduate every single youth college career and community ready;

**WHEREAS**, Stockton Unified School District has resolved to support strategies and programs that foster a caring and creative environment to emphasize the social, emotional, physical and intellectual development of each student and employee;

**WHEREAS**, Stockton Unified School District is committed to addressing disproportionality and disparities in the issuance of office 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;

**WHEREAS**, Stockton Unified School District remains concerned that a disproportionate number of African-American students and students with disabilities in SUSD are given office referrals, suspended and referred for expulsion relative to their counterparts, leading to an extensive loss of instructional time and deepening the racial achievement/opportunity gap;

**WHEREAS**, in 2016-2017 schools suspension rates in the state of California were 4% compared to SUSD where the suspensions rate was at 8%.

**WHEREAS**, in the same year SUSD recorded duplicate suspension rates for 9% of youth who were also socio-economically disadvantaged, additionally, 19% of African American students were suspended, Which is nearly doubled the suspension rate compared to student population district-wide, yet, 7% of Hispanic students were suspended when compared to a district population of 66%;

**WHEREAS**, Stockton Unified School District has committed to a partnership with family and community members;

**WHEREAS**, studies have shown that childhood experiences of abuse, neglect and household dysfunction known as Adverse Childhood Experiences or ACE's can compromise all areas of childhood development, including identity development, cognitive processing, body integrity, ability to manage behavior, affect tolerance;

**WHEREAS**, studies prove that developmental consequences of ACEs and other traumas include, but are not limited to decreases in executive functions, language development, reactivity & impulsivity, cause & effect relationships, communication, and problem-solving; and have been correlated with low literacy, high dropout rates, repeating grades, low achievement, and the school-to-prison pipeline;

**WHEREAS**, it is recognized that trauma comes in many forms and includes experiences such as maltreatment, poverty, witnessing violence, victims of violence, food insecurity, or the loss of or a disappearance a loved one; youth in foster care;

**WHEREAS**, studies have shown evidence-based Restorative Justice (RJ) practices lead to improved attendance, improved classroom behavior, increased graduation rates, decreased out of school suspensions, decreased discipline referrals, and increased academic outcomes;

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

**WHEREAS**, in order to become a trauma-informed school district, deepen and extend positive tiered behavioral interventions (PBIS) and alternatives to suspension, respond appropriately to the effects of trauma in student learning and behaviors, increase instructional time, and reduce racial disparities, a coherent strategy is needed to promote holistic support for students;

**NOW THEREFORE BE IT RESOLVED** , that the Board of Education for the Stockton Unified School District intends to established a district policy hereafter known as the Strong Schools/Healthy Communities Resolution, and that the Superintendent is directed to deliver a report on the subject of restorative justice practices and trauma informed care and instructional practices to the Governing Board of the Stockton Unified School District within 120 days with an interim update due within 60 days; that includes;

An analysis of current policies, development of a transformative justice committee which may include the Transformative Justice Alliance,

An analysis of current and future Plans for wraparound services to include:

- Designated staff
- Access
- Intentional Therapy
- Housing
- Transportation
- Food
- Clothing
- Hygiene
- Committed Mentorship
- Emergency Placement

The report shall include a plan for the Restorative Justice supports included but not limited to;

- Ensure that RJ supports that include training and professional development are provided to all educators throughout the district
- Providing teachers with PBIS incentives based on tier level needs

**ADDITIONALLY**; the report shall include recommendations for school district policies, practices, implementation plans and budget recommendations, additionally;

The report shall include a plan for: database decision making, routine monitoring, and reporting, additionally;

The District Superintendent shall be available to answer questions from the Board at these twice-yearly meetings.

Reports shall be posted on the District website.

**BE IT RESOLVED**, the Board of Education requests the Superintendent to address this agreement with resources for teachers and all personnel, including Professional Development (PD) for restorative justice practices, working with students impacted by trauma, de-escalation techniques, Cultural Competency, relationship building, communication skills and working with students with special needs, prioritizing schools with highest behavioral needs.

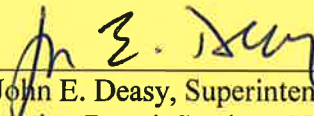
**APPROVED, PASSED AND ADOPTED** by the Stockton Unified School District Board of Education on this 26<sup>th</sup> day of February 2019, by the following vote:

**AYES:** Lange Luntao, AngelAnn Flores, Cecilia Mendez, Kathleen Garcia,  
Scot McBrian, Candelaria Vargas

**NOES:**

**ABSENT:**

**ABSTAIN:** Maria Mendez

  
\_\_\_\_\_  
Dr. John E. Deasy, Superintendent/Secretary,  
Governing Board, Stockton Unified School District,  
San Joaquin County, State of California