

# Board Policy & Administrative Regulation Recommendation for Approval

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EDUCATION SERVICES AND SCHOOLS

# Why

- ▶ Suspension and expulsion data confirms persistent disproportionality specific to the following student subgroups: African American, Foster Youth, Homeless, Socio-economically disadvantaged, and Special Education
- ▶ Needed fidelity of implementation of best practice behavior development, student intervention, and disciplinary practices
- ▶ Isolated improvement practices vs. a comprehensive, systematic approach
- ▶ Concentration of events in 2017/early 2018 prompted a comprehensive, School District/Community Partner approach
- ▶ Board of Education direction on the development of a Board Policy that provides clarity between the roles of site administration and law enforcement

# Planning Beliefs

- ▶ The following beliefs frame why we have engaged in this work. We believe students, families and staff will benefit from:
  - ▶ High quality instruction that is culturally responsive and best meets the learning needs of all students
  - ▶ Disciplinary practices that are equitably applied and developmentally appropriate
  - ▶ A system where parents/guardians are direct partners with the school to teach and develop appropriate behaviors resulting in physically, socially, and emotionally safe learning environments

# Planning Beliefs

- ▶ The following beliefs frame why we have engaged in this work. We believe students, families and staff will benefit from:
  - ▶ Implementing continuous improvement practices including the provision of professional learning to ensure staff have the necessary skills and mindset to be successful with all students and communicating results to the Board of Education and community
  - ▶ All schools having Positive Behavior Interventions and Supports (PBIS) programs implemented at high levels of fidelity, including restorative practices
  - ▶ Non-exclusionary discipline supports and interventions provided for students when behavioral concerns are observed

# Planning Beliefs

- ▶ The following beliefs frame why we have engaged in this work. We believe students, families and staff will benefit from:
  - ▶ Disproportionality in exclusionary discipline being eliminated
  - ▶ Clear delineations of roles/responsibilities among School/District Administration and Law Enforcement
  - ▶ Adherence to Board Policies, Administrative Regulations, and the Penal Code



# How

- ▶ Broad stakeholder collaboration
- ▶ Establishing and reinforcing respect
- ▶ Building trust
- ▶ Identification of common Interests
- ▶ Clear communications and a transparent process
- ▶ Access to current essential information (CA Education Code and Penal Code)

# Who

- ▶ Joe Airoso
- ▶ Mark Beard
- ▶ Tierra Crothers
- ▶ Mark Cerutti
- ▶ Donna Cherry
- ▶ Nancy Chaires Espinoza
- ▶ Bindy Grewal
- ▶ Michael Gulden
- ▶ Shannon Hayes
- ▶ Mike Haynes
- ▶ Chris Hoffman
- ▶ Danielle Lawrence
- ▶ Sonia Lewis
- ▶ Pastor Chris Logan
- ▶ Chet Madison, Sr.
- ▶ Dr. Crystal Martinez-Alire
- ▶ Steve Mate
- ▶ Mechale Murphy
- ▶ Craig Murray
- ▶ Robert Pierce
- ▶ Xanthi Pinkerton
- ▶ Lorreen Pryor
- ▶ David Reilly
- ▶ Etoyia Roberts
- ▶ Carol Rodgers
- ▶ Sloan Simmons
- ▶ Allegra Taylor
- ▶ Charles Taylor
- ▶ Alan Williams
- ▶ Deidra Wood

*Participants include members of the Board Subcommittee, members of the Superintendent's Cabinet, and members of the collaborative EGUSD/Community Team*

# When

- ▶ Working Group
  - ▶ August 29, 2018
  - ▶ September 10, 2018
  - ▶ September 27, 2018
  - ▶ October 8, 2018
  - ▶ October 15, 2018
  - ▶ November 5, 2018
  - ▶ Upcoming meetings: January 17 and June 5, 2019
- ▶ Board Subcommittee
  - ▶ July 18, 2018
  - ▶ November 6, 2018
- ▶ Numerous Superintendent's Cabinet meetings



# Board Policy and Administrative Regulation - Defined

- ▶ Board Policy (BP)
  - ▶ Approved by the Board
  - ▶ Provide general guidance for effectively operating the school district
  - ▶ Contain statements reflecting principles that guide staff as they carry out their duties
  - ▶ Contain statements of principle intended to promote progress toward the district's goals
- ▶ Administrative Regulation (AR)
  - ▶ Approved by Superintendent's Cabinet
  - ▶ Directly supports Board Policies
  - ▶ Contain specific procedures, translating the basic policy into action by designating how, by whom, where and when certain actions are to be carried out

# What

- ▶ BP/AR 5144
  - ▶ Discipline
- ▶ BP/AR 5144.1
  - ▶ Suspension and Expulsion Due Process
- ▶ **BP/AR 5144.3**
  - ▶ **Roles and Responsibilities of School Administrators and Law Enforcement Relative to Student Behavior**
- ▶ BP/AR 5145.11
  - ▶ Questioning and Apprehension by Law Enforcement
- ▶ Exhibit 5145.11
  - ▶ Record of Student Interview by Law Enforcement

# Creating New and Updating Existing BPs/ARs – Key Areas of Interest

- ▶ Creating new – BP/AR 5144.3
- ▶ Updating existing
  - ▶ Discipline is seen as a teaching/learning opportunity vs. punitive action
  - ▶ Ensuring alignment of language across all related BPs/ARs
  - ▶ Emphasis on clarity of school administration and law enforcement responsibilities
  - ▶ Assurances of due process – related to school and law enforcement
  - ▶ Appeal/complaint process clarity – related to school and law enforcement
  - ▶ School-parent/guardian communications
  - ▶ Proactive student supports
  - ▶ Alternatives to exclusionary discipline
  - ▶ Restorative practices
  - ▶ Professional and adult learning
  - ▶ Data tracking and progress reporting – annual report to the Board/Community

# Past and Continued Board of Education and EGUSD Support

- ▶ Positive Behavioral Interventions and Supports including restorative practices (PBIS) – 2014
- ▶ Professional learning and professional development – 2015
- ▶ Framework for High Quality Instruction – 2016
- ▶ Office of Family and Community Engagement (FACE) – 2016
  - ▶ 735 home visits to date
- ▶ Office of Attendance Improvement – 2016
- ▶ Office of Educational Equity (EdEq) – 2016
- ▶ Annual social/emotional learning and school culture/climate data analysis – 2016

# Next Steps

- ▶ Principal/Vice Principal training
  - ▶ November 15, 2018
  - ▶ November 16, 2018
  - ▶ December 4, 2018
  - ▶ December 19, 2018
- ▶ Training with a focus on high quality instruction, restorative practices, open mindset, and implicit bias
- ▶ Development and implementation of a communications strategy
- ▶ Updating of parent/student handbooks
- ▶ Data gathering, synthesis and analysis
- ▶ Progress monitoring and communicating results



# Committed to a Continued Partnership

- ▶ The collaborative working group unanimously agreed to continue its work:
  - ▶ Examining data with an eye on best practices
  - ▶ Finding solutions to persistent challenges
  - ▶ Supporting students and families
  - ▶ Supporting Administration and staff
- ▶ Membership will expand – District and Community
- ▶ Next meeting is slated for January – a review of semester 1 data