



Resolution in Support of Restorative Justice Practices in PUSD

Resolution No. 23-04

WHEREAS, the Board of Education is committed to creating and supporting a culture shift in the way the district systemically responds to student discipline in District schools by moving toward restorative practices, not inconsistent with law, which include and re-integrate rather than exclude; and

WHEREAS, PUSD is committed to aligning District resources to promote a framework of fair and equitable discipline practices which are restorative; and

WHEREAS, such a framework will support and hold accountable students, teachers, administrators, parents, and district leaders to reduce exclusionary practices and racial, ethnic, and any other protected class disparities in school discipline, especially suspensions and expulsion; and

WHEREAS, the Board of Education endorses the belief that Restorative Justice Practices among children and youth will positively impact the District's school climate and student achievement; and

WHEREAS, a framework of restorative justice practices recognizes that misconduct damages relationships between the victim, offender, and the community, and promotes the opportunity for accountability, to repair harm, and restore relationships; and

WHEREAS, restorative justice practices subscribe to six key areas of practice including accountability and continuous improvement, relationships and community building, providing a positive and welcoming learning environment including defining and teaching expectations, facilitating communication between families and schools, interventions for misconduct, and use of data and problem solving; and

WHEREAS, restorative justice practices support the use of a repertoire of strategies, or multiple strategies simultaneously, to create a school and classroom environment for student success, and to deal with misconduct, especially for non-mandatory expulsions, including administrative, restorative, and skill-building and therapeutic interventions; and

WHEREAS, restorative justice promotes teaching and learning which incorporates both academic and social-emotional development, and facilitates the development of social and human capital for students and families; and

WHEREAS, restorative justice practices increase classroom learning and teaching by minimizing misconduct and is built on consistent and effective classroom management supported by a positive classroom and school climate; and

WHEREAS, restorative discipline rests upon a continuum of age appropriate interventions that include reinforcement, support, and re-teaching opportunities as well as family and community conferencing, to increase students' and staff's repertoires of effective responses;

NOW, THEREFORE BE IT RESOLVED, the Board of Education fully supports the implementation of restorative justice practices across all sites, and the redesign of the student conduct matrix to include restorative justice and intervention practices, and the use of data to monitor student discipline occurrences and recidivism, and requires such data to be present in the District's Local Control

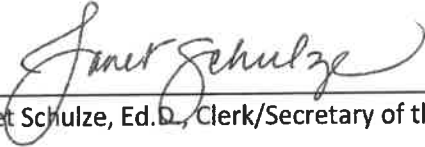
Accountability Plan (LCAP) and each school site's Single Plan for Student Achievement (SPSA), and that such data, including measurable outcomes, be presented annually to the Board of Education.

PASSED AND ADOPTED on this 9th day of August, 2023, by the following roll call vote:

AYES: 5
NOES: 0
ABSTAIN: 0
ABSENT: 0



Taylor Sims, Board President



Janet Schulze, Ed.D., Clerk/Secretary of the Governing Board