

VOLUNTARY RESOLUTION PLAN UPDATE

October 22, 2014

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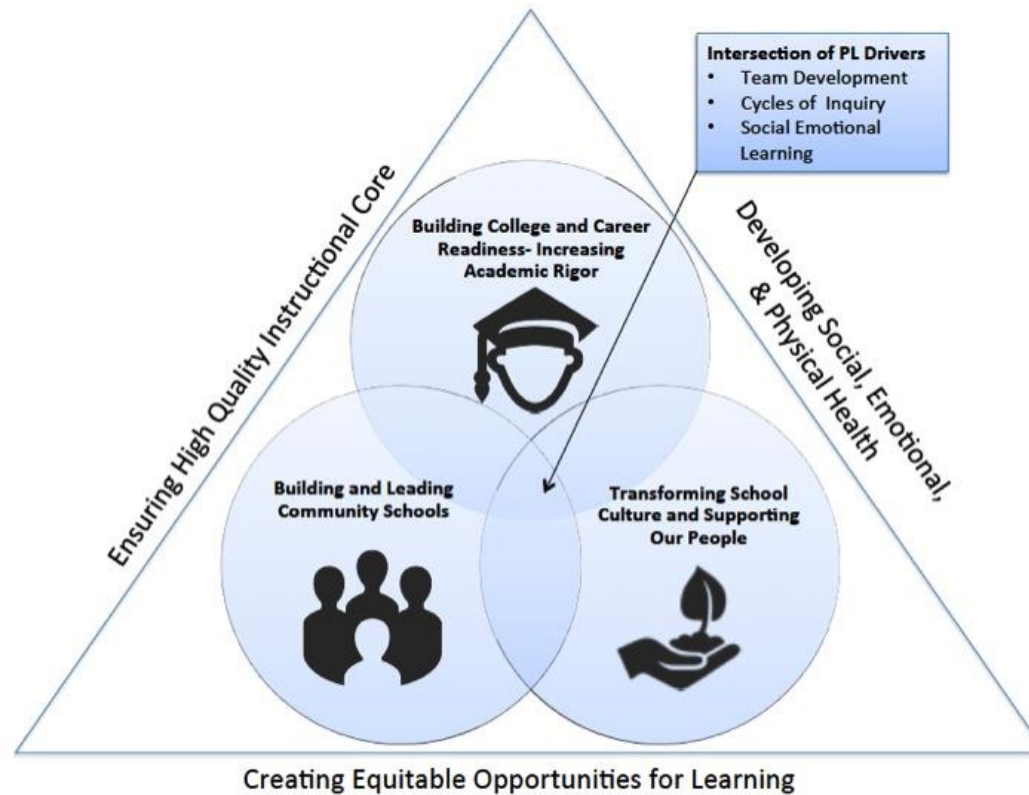


**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

VRP = Transforming School Culture

- Addressing disproportionality is central to quality school development

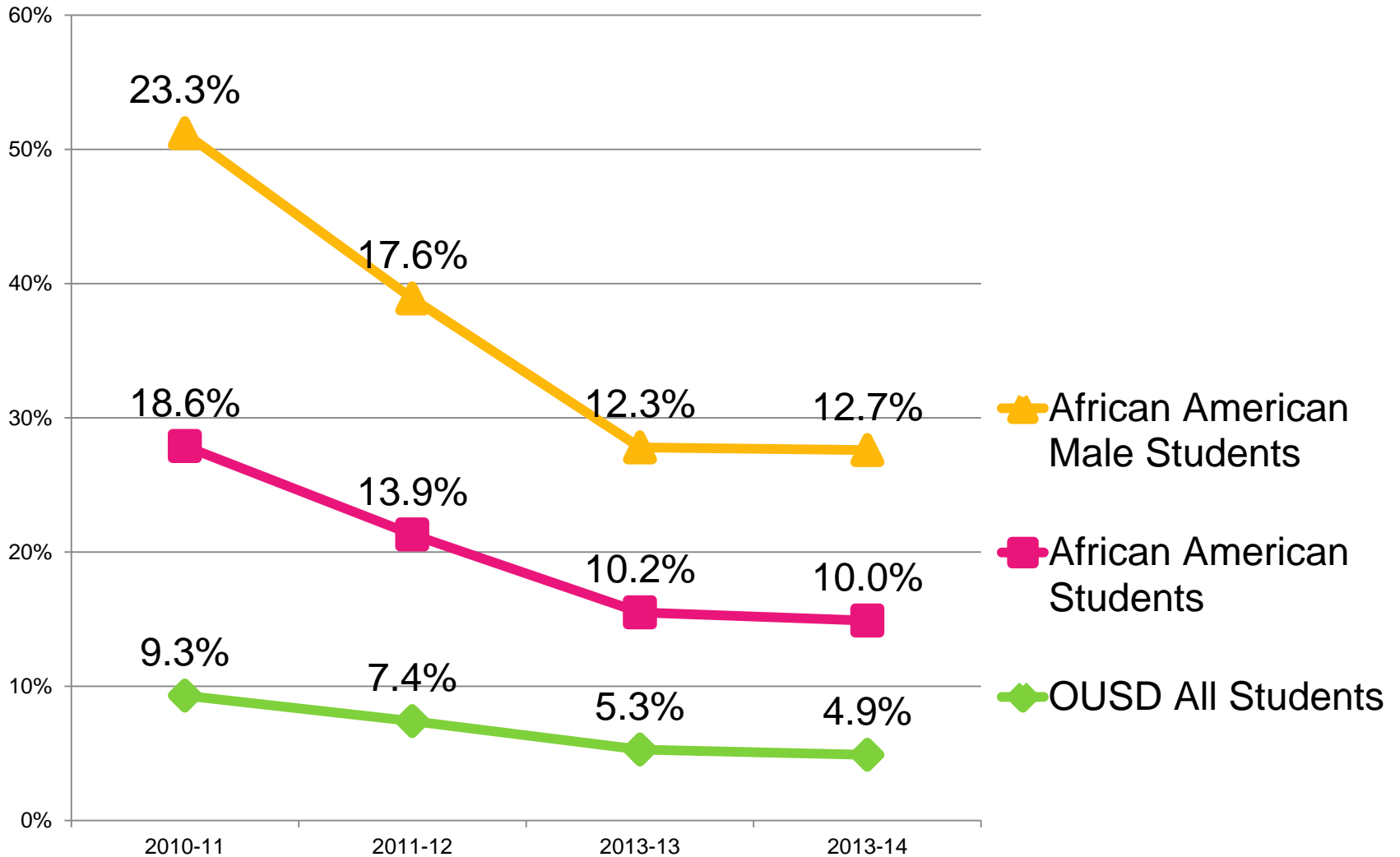


Disproportionality Measures Embedded in Continuous Improvement

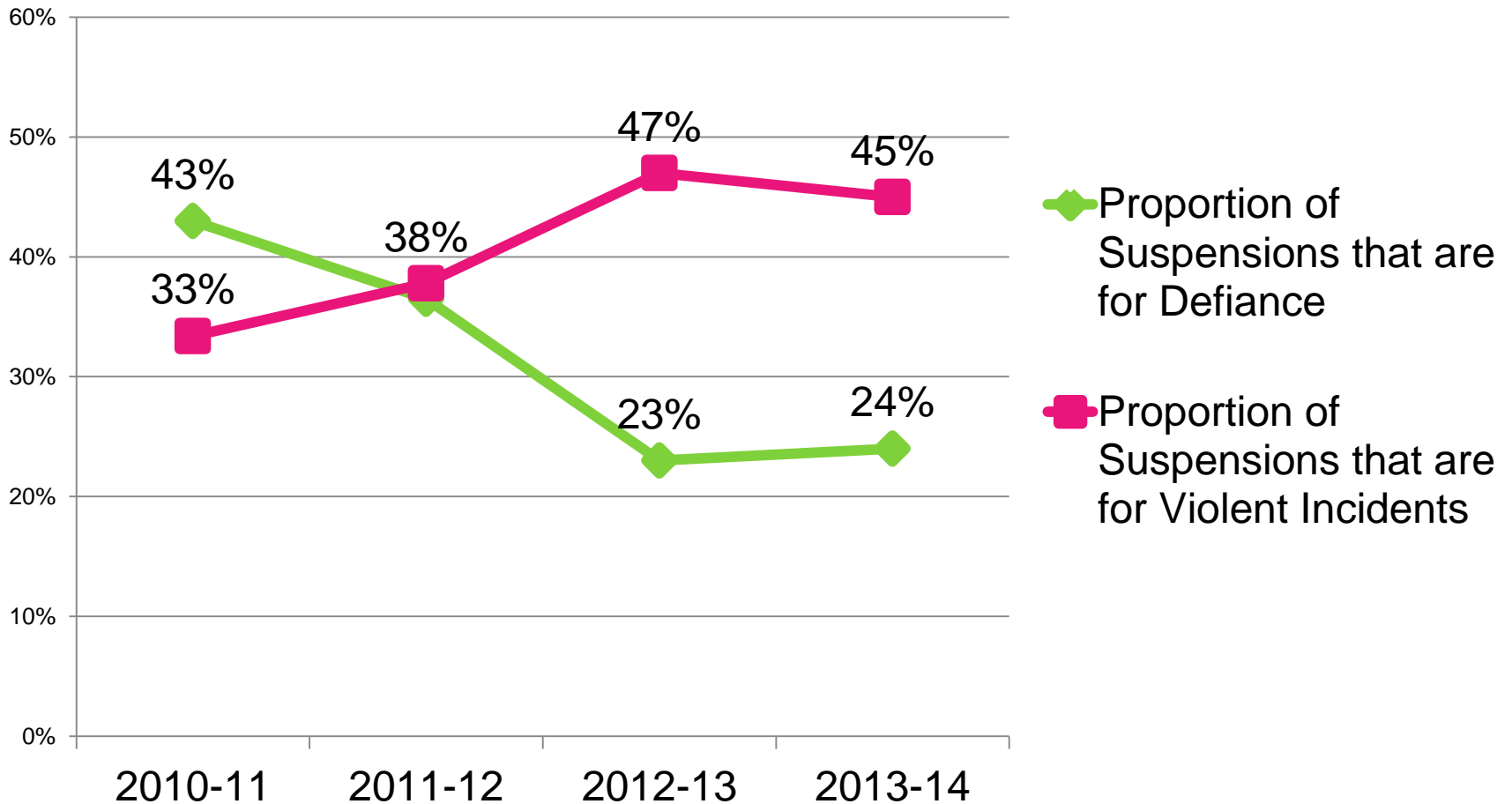
Highlights from 2013-14

- 1) Data show reductions in the use of suspension
- 2) There was an expansion and a deepening of support for positive approaches over exclusion
- 3) Increase in professional development (admin, teachers and SSOs)
- 4) The Universal Referral Form (URF) was piloted and now launched at all schools
- 5) A three-year plan has been started and will be completed by end of November
- 6) Shift to new Lead Team structure will increase connection, support and accountability at the school site level

Four-Year Declines in Suspension Rates



Reduced Proportion of Suspensions for Defiance



Expansion of Positive Approaches

Approach	# of Sites Implementing within OUSD	# of Sites Implementing within VRP cohort
Restorative Justice (RJ)	23	23
Positive Behavior Interventions and Supports (PBIS)	33	24
Manhood Development Program (MDP)	16	13

Professional Development

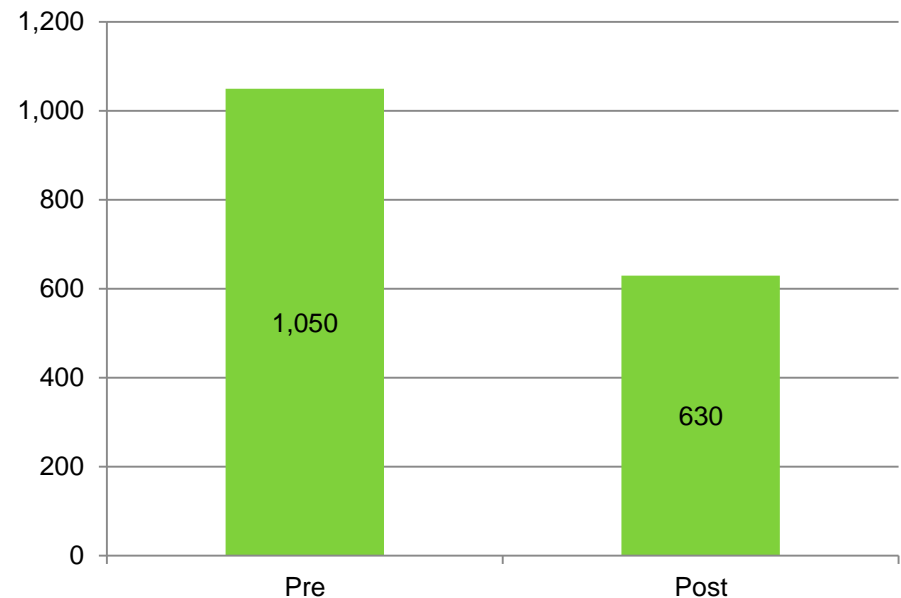
Positive Approach	Number of PD Sessions
Restorative Justice	8 session
Positive Behavior Interventions & Supports (PBIS)	16 sessions
Social Emotional Learning	24 sessions
Manhood Development Program	9 sessions
Classroom Management and De-Escalation	4 sessions
Leadership for Equity	3 sessions
School Security Officers (SSOs)	4 sessions
Race Matters Speaker Series	14 sessions

Please refer to pages 3-8 and 27 in OCR report.

Restorative Justice: Evidence of Impact

- The most significant decline in suspensions at school implementing RJ has been in the **number** of African American students suspended for disruption/willful defiance, down from 1,050 to 630, a decrease of 40% or 420 fewer suspensions in one year.
- The African American suspension **rate** for disruption/willful defiance also declined significantly by 37% from 7.4 to 4.7.

African American Students Suspended for Disruption/Willful Defiance



Study conducted by Dr. Sonja Jain from Data in Action 2011-2014

Universal Referral Form and AERIES.net

- A new form (URF) and technical platform (AERIES.net) were launched, allowing schools to:
 - 1) Record and track detailed information on responses to student behavior, and
 - 2) Create disaggregated reports of disciplinary data with unprecedented detail.

Universal Office Discipline Referral Form

Student _____ Grade _____ Referring Staff _____ Date _____ Time _____

Pre-referral Interventions (For Minor Behaviors)

<input type="checkbox"/> Buddy Room (15 minutes max)	<input type="checkbox"/> Parent consultation	<input type="checkbox"/> Restorative conversation	<input type="checkbox"/> Other _____
<input type="checkbox"/> Behavior Contract	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Re-teaching desired behavior	
<input type="checkbox"/> Conflict Mediation	<input type="checkbox"/> Prompting desired behavior	<input type="checkbox"/> Written mutual agreement	
<input type="checkbox"/> Explicitly Taught Modeled Rules & Expectations	<input type="checkbox"/> Proximity	<input type="checkbox"/> 5-1 Positive reinforcement	

Location of Incident

<input type="checkbox"/> Bathroom/restroom	<input type="checkbox"/> Commons/common area	<input type="checkbox"/> On bus	<input type="checkbox"/> Other _____
<input type="checkbox"/> Bus loading zone	<input type="checkbox"/> Gym	<input type="checkbox"/> Parking lot	
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Library	<input type="checkbox"/> Playground	
<input type="checkbox"/> Classroom	<input type="checkbox"/> Hallway/Breezeway	<input type="checkbox"/> Special event/assembly/field trip	
	<input type="checkbox"/> Upstairs <input type="checkbox"/> Downstairs		

<p>Minor In-Class Behaviors - Teacher managed</p> <p><i>For Minor Behaviors: Please attempt three interventions prior to making an Office Referral</i></p> <p>Disrespect/non-compliance</p> <p>Dress code</p> <p>Electronic Device</p> <p>Horseplay</p> <p>Impedes teaching/learning</p> <p>Inappropriate language</p> <p>PE Non Dress</p> <p>Physical contact</p> <p>Property damage</p> <p>Tardy</p>	<p>Major/Chronic Behaviors Referred to the Office - Administrator Managed (Aeries Code)</p> <table border="0"> <tr> <td><input type="checkbox"/> Alcohol (31)</td> <td><input type="checkbox"/> Forgery (77)</td> <td><input type="checkbox"/> Tobacco (63)</td> </tr> <tr> <td><input type="checkbox"/> Arson (67)</td> <td><input type="checkbox"/> Harassment/tease/taunt (49)</td> <td><input type="checkbox"/> Vandalism (65)</td> </tr> <tr> <td><input type="checkbox"/> Bomb threat (75)</td> <td><input type="checkbox"/> Ability (80) <input type="checkbox"/> Religious (81) <input type="checkbox"/> Racial (82)</td> <td><input type="checkbox"/> Weapons (66)</td> </tr> <tr> <td><input type="checkbox"/> Bullying (85)</td> <td><input type="checkbox"/> Gender (83) <input type="checkbox"/> Sexual (79)</td> <td><input type="checkbox"/> Theft (61)</td> </tr> <tr> <td><input type="checkbox"/> Combustibles (76)</td> <td><input type="checkbox"/> Impedes teaching/learning (70)</td> <td><input type="checkbox"/> Other _____ (55)</td> </tr> <tr> <td><input type="checkbox"/> Cutting Class (37)</td> <td><input type="checkbox"/> Inappropriate/abusive language (71)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Disrespect/non-compliance (38)</td> <td><input type="checkbox"/> Inappropriate sexual behavior (78)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Dress code (41)</td> <td><input type="checkbox"/> Lying/cheating (86)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Drugs (36)</td> <td><input type="checkbox"/> Physical contact/aggression (72)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Technology violation (74)</td> <td><input type="checkbox"/> Property damage (71)</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Fighting (44)</td> <td><input type="checkbox"/> Tardy (60)</td> <td></td> </tr> </table> <p>(*) Must use Aeries codes 1-25</p>	<input type="checkbox"/> Alcohol (31)	<input type="checkbox"/> Forgery (77)	<input type="checkbox"/> Tobacco (63)	<input type="checkbox"/> Arson (67)	<input type="checkbox"/> Harassment/tease/taunt (49)	<input type="checkbox"/> Vandalism (65)	<input type="checkbox"/> Bomb threat (75)	<input type="checkbox"/> Ability (80) <input type="checkbox"/> Religious (81) <input type="checkbox"/> Racial (82)	<input type="checkbox"/> Weapons (66)	<input type="checkbox"/> Bullying (85)	<input type="checkbox"/> Gender (83) <input type="checkbox"/> Sexual (79)	<input type="checkbox"/> Theft (61)	<input type="checkbox"/> Combustibles (76)	<input type="checkbox"/> Impedes teaching/learning (70)	<input type="checkbox"/> Other _____ (55)	<input type="checkbox"/> Cutting Class (37)	<input type="checkbox"/> Inappropriate/abusive language (71)		<input type="checkbox"/> Disrespect/non-compliance (38)	<input type="checkbox"/> Inappropriate sexual behavior (78)		<input type="checkbox"/> Dress code (41)	<input type="checkbox"/> Lying/cheating (86)		<input type="checkbox"/> Drugs (36)	<input type="checkbox"/> Physical contact/aggression (72)		<input type="checkbox"/> Technology violation (74)	<input type="checkbox"/> Property damage (71)		<input type="checkbox"/> Fighting (44)	<input type="checkbox"/> Tardy (60)	
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Possible Motivation for student behavior

<input type="checkbox"/> Obtain adult attention	<input type="checkbox"/> Obtain sensory stimulation	<input type="checkbox"/> Avoid seat work	<input type="checkbox"/> Medical
<input type="checkbox"/> Obtain peer attention	<input type="checkbox"/> Avoid adult(s)	<input type="checkbox"/> Avoid group work	<input type="checkbox"/> Don't know
<input type="checkbox"/> Obtain items/activities	<input type="checkbox"/> Avoid peer(s)	<input type="checkbox"/> Avoid scheduled event	<input type="checkbox"/> Other _____

Brief Description of incident / comments *{Please list staff, victims, witnesses}*

Referral Disposition – check all that apply. Provide details in comments section of Aeries, as appropriate.

<input type="checkbox"/> Academic support plan	<input type="checkbox"/> Counseling	<input type="checkbox"/> Mentoring	<input type="checkbox"/> Written Reflective Process
<input type="checkbox"/> Behavior support plan	<input type="checkbox"/> Daily progress report	<input type="checkbox"/> Parent consultation	<input type="checkbox"/> In-house suspension Periods _____ Days _____
<input type="checkbox"/> Community service	<input type="checkbox"/> Detention	<input type="checkbox"/> Reparation/Restitution	<input type="checkbox"/> Teacher initiated suspension ____ yes ____ no
<input type="checkbox"/> COST Referral	<input type="checkbox"/> Loss of privilege	<input type="checkbox"/> Restorative Justice Conference	<input type="checkbox"/> Out-of-school suspension Days _____ (*)
	<input type="checkbox"/> Mediation		<input type="checkbox"/> Referred to law enforcement

School Name: _____ Administrator's Signature _____ Date _____

Lead Team Structure

■ *New*

Oversight

Exec AAMA / VRP Lead Team

Chief of Schools

Content Expertise

Behavioral Health
Attendance & Discipline
Student & Family Engagement
African American Male Achievement
Research Accountability & Data
Legal

Implementation

Network Superintendents

School Site

School Site

School Site

School Site

School Site

Three-Year Plan

Address inherent and unconscious bias against African American students

Support the establishment of consistent expectations for behavior

Build capacity and tools for intervention over exclusion

Engage families and students

Integrate VRP goals into all district efforts to support and enforce high-quality academic experiences

Infuse data-driven decision-making and evaluation into school sites and VRP as a whole