

Superintendent Report to the Board



Presented by: Kyla Johnson-Trammell

October 25, 2017



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students



Priority Area:
Quality Community Schools

Positive and Racially Equitable Discipline and Behavior Practices

Presented to
Board of Education
Presented by
Andrea Bustamante, Executive Director
of ELLMA

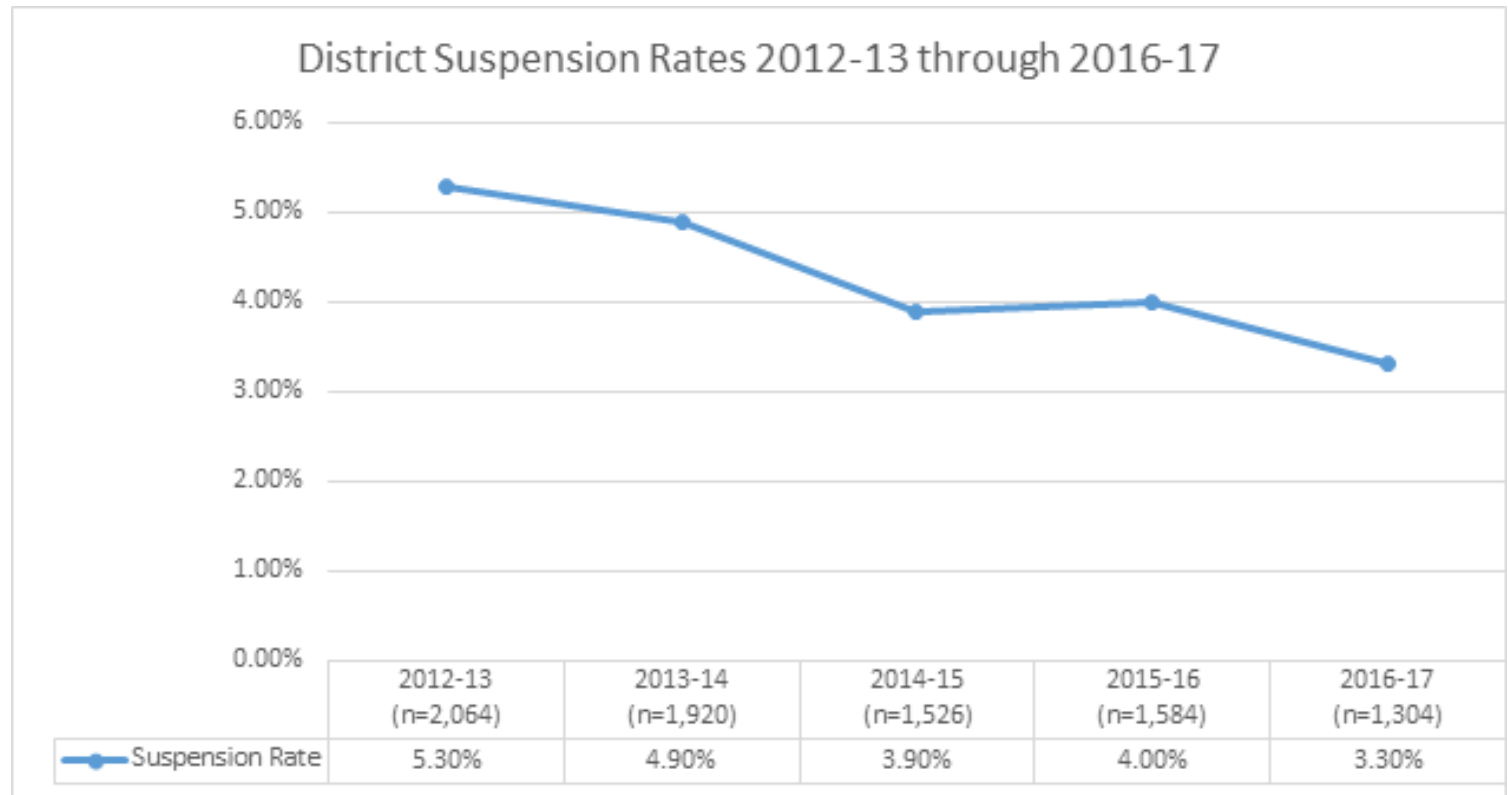
Voluntary Resolution Plan (VRP) Background

- **When?** 2012-13 through 2016-17 (5 years)
- **Why?** Unequal treatment on the basis of race based on racially disproportionate discipline data.
- **What?** Agreement with the Office of Civil Rights to voluntarily address the issue
- **Who?** All secondary schools & key elementary schools

How? Strategies included:

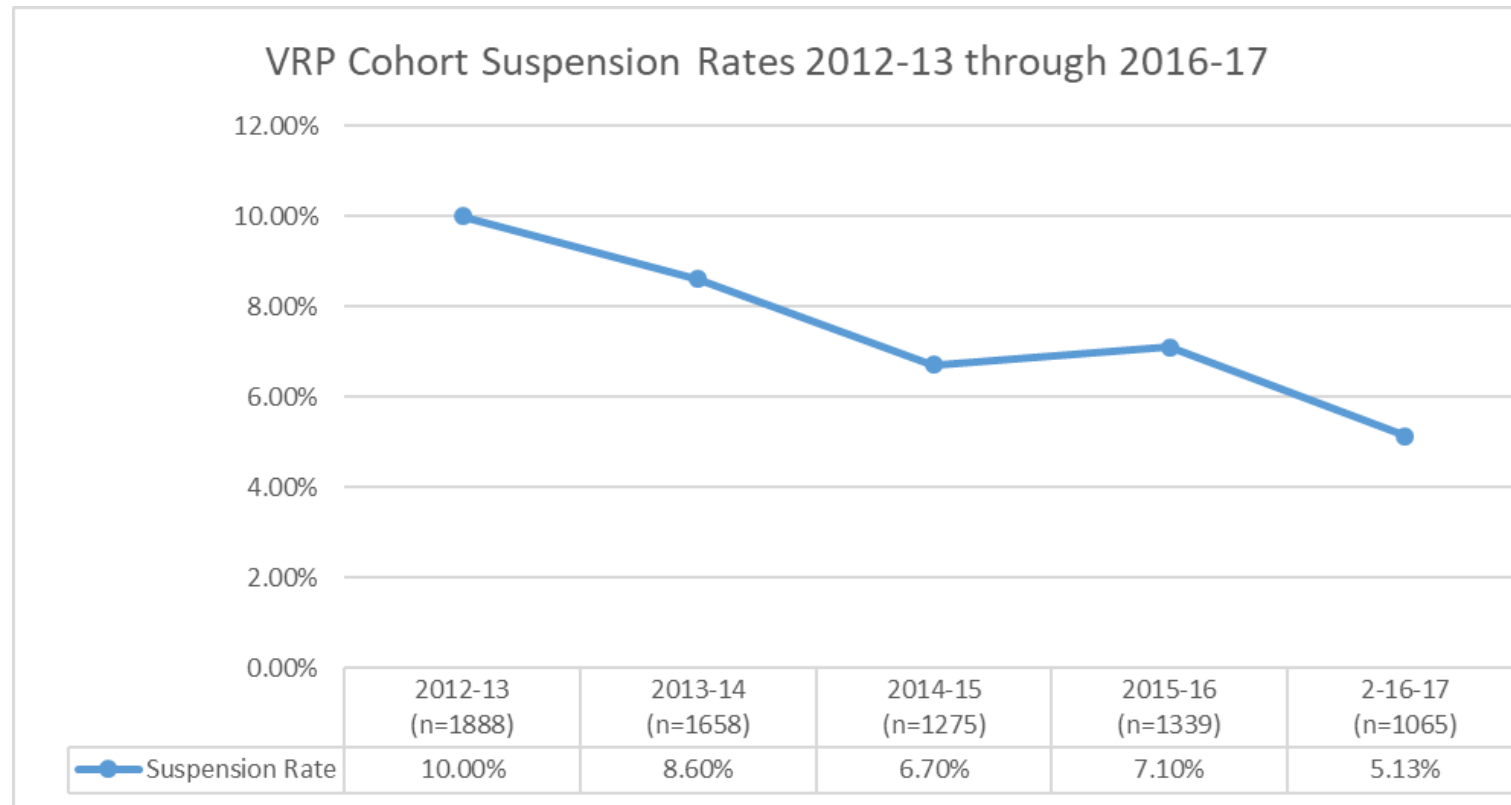
- ✓ Create a uniform method for tracking disciplinary referrals (the Universal Referral Form or URF),
- ✓ Create & implement a Student Intervention and Discipline Matrix,
- ✓ Expand implementation of Multi-Tiered Systems of Support (MTSS) like Coordination of Services Team (COST),
- ✓ Implement Positive Behavior Interventions and Supports (PBIS) and Restorative Justice (RJ),
- ✓ Implement Manhood Development Program (MDP) at more sites,
- ✓ Engage students & families in a discussion around equity in discipline,
- ✓ Deliver training on trauma-informed de-escalation, culturally responsive teaching, and implicit bias.

District-Wide Suspension Rates 2012-13 through 2016-17



Decrease from 5.3% overall (2012-13) to 3.3% overall (2016-17)

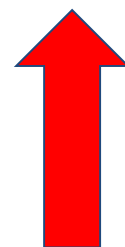
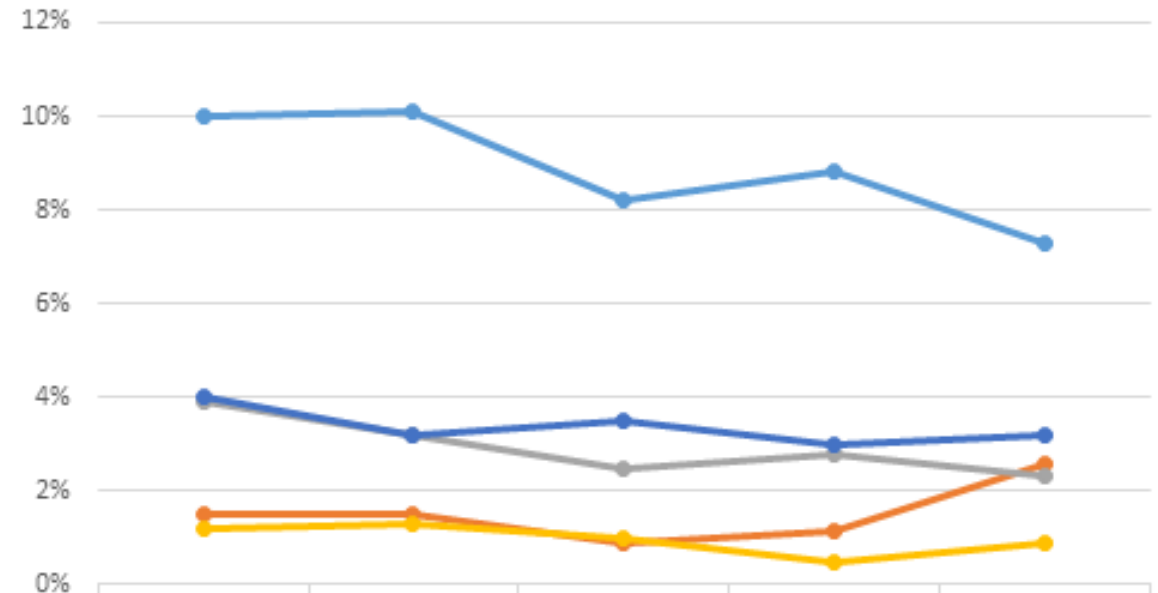
VRP Cohort Suspension Rates 2012-13 through 2016-17



**Decrease from 10% to 5.13 %
But still higher than the district
overall rate of 3.3%**

District-wide Suspension Rates 2012-2013 through 2016-17

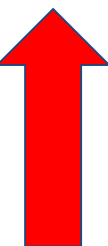
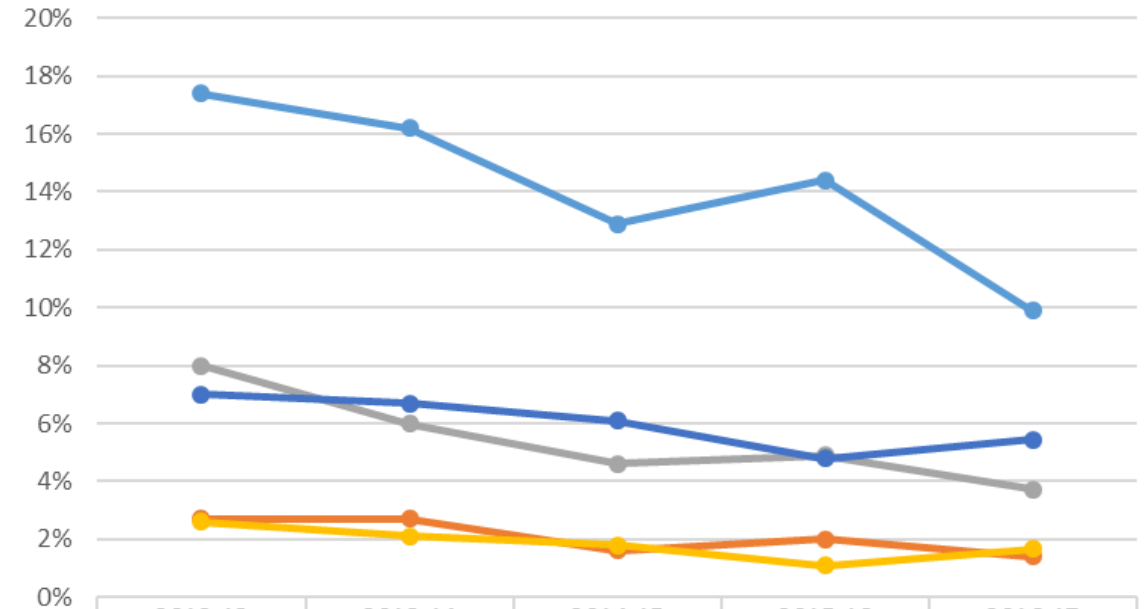
District Suspension Rates by Race 2012-13 through 2016-17



Suspension Rates for African Americans have decreased over the years, **yet remain higher** than other races in OUSD.

VRP Suspension Rates - 2012-13 through 2-16-17

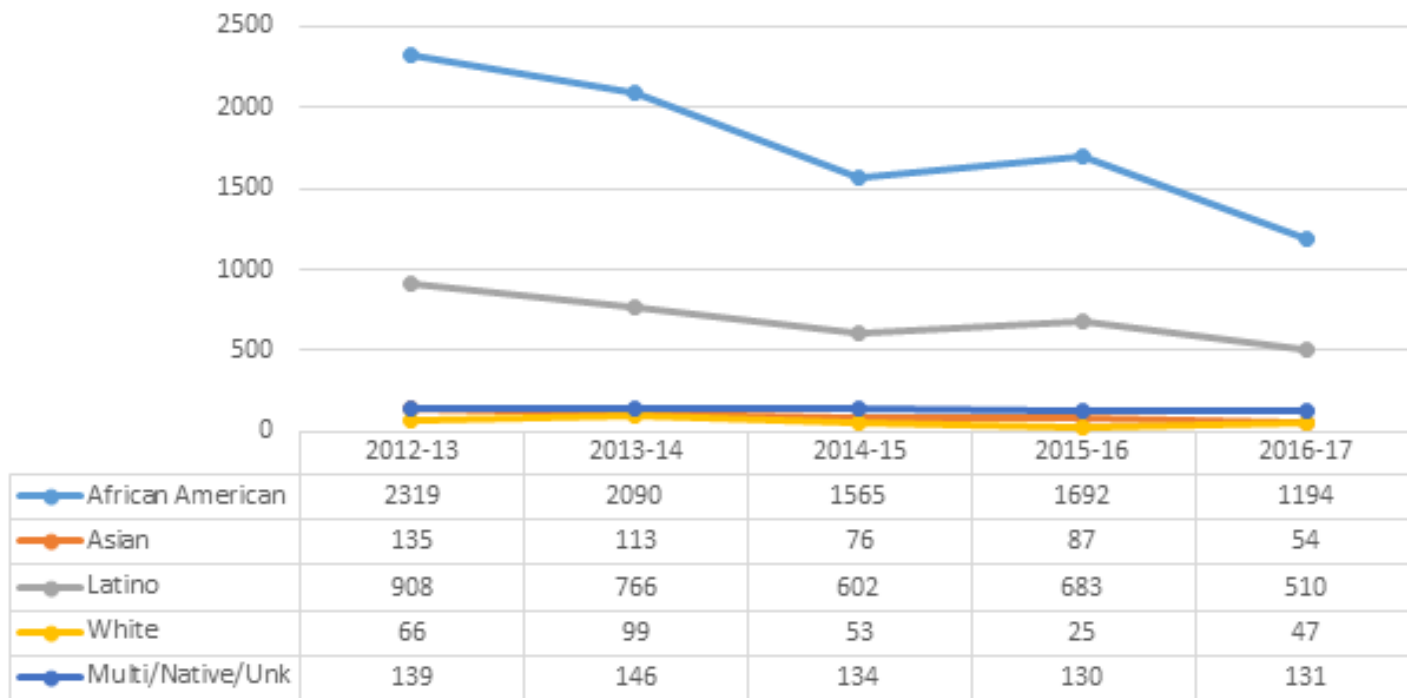
VRP Cohort Suspension Rates by Race 2012-13 through 2016-17



Suspensions for African American Students have decreased by 7.5%, **yet are still 2.6% higher** than non VRP Schools

Suspension Incidents by Race - Districtwide

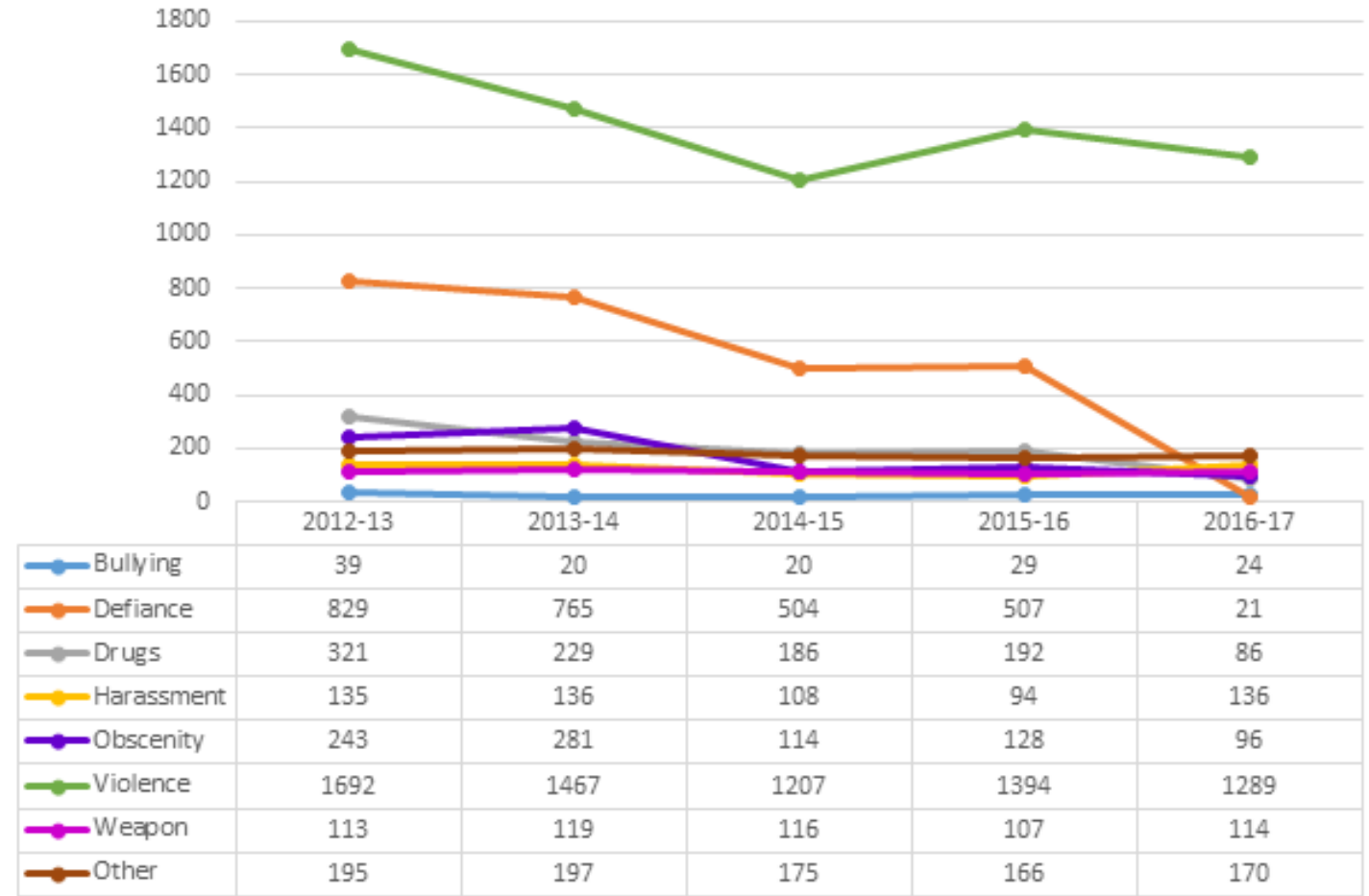
District Suspension Incidents by Race 2012-13 through 2016-17



Suspensions incidents for African American Students has been cut almost in half since 2012-13, yet still remain significantly higher than other races.

Suspension by Infraction - Districtwide

Top Infractions Resulting in Suspension Incidents 2012-13
through 2016-17



Suspensions for Violence have **decreased by over 400** incidents since 2012-13, yet remain the highest reason for suspension district-wide



Universal Referral Forms

**Completion Rate -
All 86 schools at
80% or higher**

Reason for Referral	# of Referrals
1) Disrespect	3340
2) Physical Contact/Aggression	1555
3) Disruption	1346
4) Fighting	1304
5) Defiance	845
6) Inappropriate/Abusive Language	835
7) Harassment	508
8) Bullying	417
9) Electronic Device Possession	305
10) Horseplay	226

Summary

- Overall reductions in suspension
- African American Students are still suspended at disproportionate levels
- Huge decreases in Defiance, yet continued support is needed
- Violence continues to be the highest reason for suspension
- Universal Referral Forms are now systematically collected
- Disrespect and physical contact/aggression is the largest reason for an office referral

Ongoing Strategies

- Targeted outreach to school leaders on Discipline Matrix
- Restorative Justice (RJ)
- Positive Behavior Interventions & Supports (PBIS)
- Social Emotional Learning (SEL)
- Professional Learning for staff on Trauma Informed Practices / Implicit Bias

Discipline Matrix

Student Discipline and Intervention Matrix

The following Figure 5 presents student behaviors and recommended interventions for Type I through Type VI offenses.

Figure 5 Student Discipline and Intervention Matrix				
Behavior/Offense	Recommended Intervention	Suspension	Referral for Expulsion	Notice to Police
Type I (Classroom-Managed Behaviors)				
Dress code violation	Teachers are expected to	No	No	No
Picking on, bothering, or				

- Shared with site leaders during professional learning this Fall
- Interactive learning sessions (case studies, quick quiz, PdGo!)
- Weekly monitoring of discipline data and follow up with sites as needed

Positive Behavior Intervention & Supports (PBIS)

PBIS is the multi-tiered behavioral framework adopted by the district to address racial inequities in school discipline and achievement. PBIS provides a systematic approach to creating the consistent, equitable, supportive, and safe conditions needed for engaged instruction.

- 74 schools implementing PBIS and have participated in professional learning
- 5 Grant funded coaches meet with PBIS teams 1-2 times per month to guide implementation action plan, deliver site based PD, and support with problem-solving for continuous improvement of practices at all Tiers

Social and Emotional Learning (SEL)

[SEL] is about weaving together critical components of a school – the curriculum, the behavior expectations and disciplinary policies, the out-of-classroom experiences for students, the wraparound supports, the professional learning opportunities for educators, the before- and after-school experiences – to create an environment where students thrive socially, emotionally, and academically.

The Aspen Institute – National Commission on Social, Emotional, & Academic Development

- Leadership implementation of the Three Signature SEL Practices
- Intensive support of schoolwide SEL implementation at 11 elementary and secondary Learning Hub Schools:
 - Adults model SEL skills
 - Explicit SEL instruction
 - Academic, Social and Emotional Learning
- Whole Child, Whole School, Whole Day (W3) initiative
- SEL embedded in principals' and Instructional Teacher Leaders' professional learning at 51 school sites.

Professional Learning

Implicit Bias

- 6 hour module developed and piloted
- Trainer of trainers series for internal trainers
- Principal Professional Learning Series

Module Topics

- Understanding Implicit Bias
- Associations, Behavior, and Counter-Stereotyping
- Media Depictions and the Creation of Bias
- Trauma, Triggers, and the Wounds of Racial Oppression
- “Colorblindness” & Re-Wiring Our Brains
- Students at the Center & Equity Traps

Trauma Informed Practices

- 48 school participated in Trauma Informed De-escalation Training
- 33 of those schools participated in a follow up training to take it deeper.
- School Security Officer and Schools Police participated

Content Included

- Trauma informed principles
- Escalation prevention and intervention
- Tiered Supports

What's next?

- Scale and support implementation of PBIS & RJ
- Scale SEL and further integrate into existing professional learning opportunities
- Continue to provide professional learning to principals and sites on Implicit Bias, Trauma, Restorative Practices, and others.
- Continue to seek external resources to further implementation
- Examine opportunities to integrate restorative practices into existing roles (e.g. Elementary Community Schools Manager) to expand supports while maintaining costs.

Restorative Practices (RJ)

RJ is a tiered approach to discipline and community building that helps to eliminate pushout. Tier I RJ includes community building circles that foster relationships in the classroom and create shared values. In RJ Tiers II and III, schools implement practices designed to respond to misconduct and harm in ways that are healing and reparative and seek to provide individualized circles of support. RJ practices are embedded in the district's Universal Referral Form and Discipline Matrix.

- 30 schools with Restorative Practice Facilitators + 5 schools receiving coaching.
- In 2016-17 numerous staff participated in at least one Restorative Practices Training
- RJ Program Managers use Model-Mentor-Transfer process to train and coach staff
- Since keeping track of data in 2015, the number of students who have sat in circle has surpassed 100,000 (duplicated).
- Hundreds of students from 3rd to 12th grade are trained in RJ every year. They use circles to build community and resolve conflict in their schools.
- RJ incorporated as industry standard into the Education & Community Health pathway at Skyline HS