



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



Photo Credit: Mindy Pines

Proposed Discipline Board Policies

Curtiss Sarikey, Associate Superintendent
Theresa Clincy, Coordinator
Attendance and Discipline Support Services
Presented at the OUSD School Board Meeting
February 26, 2013

Objectives

- Background Information
 - Process for developing the new policies
 - Engagement of Stakeholders
 - Revised New Policies
-



Voluntary Resolution Plan

- In 2012, the Office for Civil Rights initiated a compliance review of the District in order to investigate whether it disciplined African American students more harshly than white students.
 - The District entered into a voluntary agreement with OCR (the "VRP") to make broad, systemic changes, including revisions to our discipline policies.
-

Purpose of Policies



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

- Ensure equity by reducing loss of instructional time for African American students
 - Ensure equitable treatment of African American students referred for discipline.
-



Process for Developing the Policies

- Initial work completed in teams
 - Discipline Team comprised of representatives from Discipline Office, Legal, National Council on Crime and Delinquency, NAACP, Regional Office, High School Network, OUSD Police Services, QAA, and Behavioral Health
-



Process for Developing the Policies

- Researched Policies from other districts including LAUSD, Mt. Diablo, and Baltimore
 - Reviewed literature on effective disciplinary practices
-



Review of Draft Policies

- Solicited feedback from VRP Lead Team, Principals, UAOS, OEA, Public Council/ACLU, and outside groups that participated in a community feedback session.
 - Some revisions were made to the proposed policies based on the feedback received.
-



Revised Policies Contain

- Shifts OUSD away from exclusionary discipline.
 - Incorporates positive, preventative, and restorative practices.
 - Adoption of a Response to Intervention (RTI) framework (tiered supports).
 - Maintaining and reviewing discipline data
-



Revised Policies Contain

- Limits on suspension
 - Defiance is now defined
 - Documentation requirements
 - Regular review of discipline data at site and district level to determine if policies are being applied fairly and equitably
 - Establishes expectations for classroom referrals including interventions and URF
-



Revised Policies Contain

- Authorization to develop procedures for involuntary transfers
 - Expectations that teachers use interventions before initiating a suspension except for more serious offenses
-

Next Steps

- Upon Board Approval, the policies will be posted and included in the new Transforming School Culture Manual
 - Staff will receive training regarding the implementation of the new policies
-

Conclusion

- Shifts away from exclusionary discipline.
 - Incorporates positive, preventative, and restorative practices.
 - Create safe and healthy schools where students learn.
 - Engage, Encourage, and Empower all students
-