



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students



Photo Credit: Mindy Pines

Update to Board Policy to Reduce Disproportionate Suspensions

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Attendance and Discipline

Objectives



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- Background
 - Recommended changes to BP 5144.1
 - Rationale
 - Discipline Data
 - Engagement of Stakeholders
 - Communication & Implementation
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Background Information

- Modifications had to be made to Board Policy and Administration Regulation 5144.1 to accommodate recent changes to Ed Code
- Elimination of suspensions for willful defiance for grades k-3
- Development of the Student Discipline and Intervention Matrix (it is added as an addendum to AR 5144.1)

Recommendations



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- **Eliminate suspensions for willful defiance by July 1, 2016**
 - **Adopt the new Student Discipline and Intervention Matrix as an addendum to AR 5144.1**
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Rationale

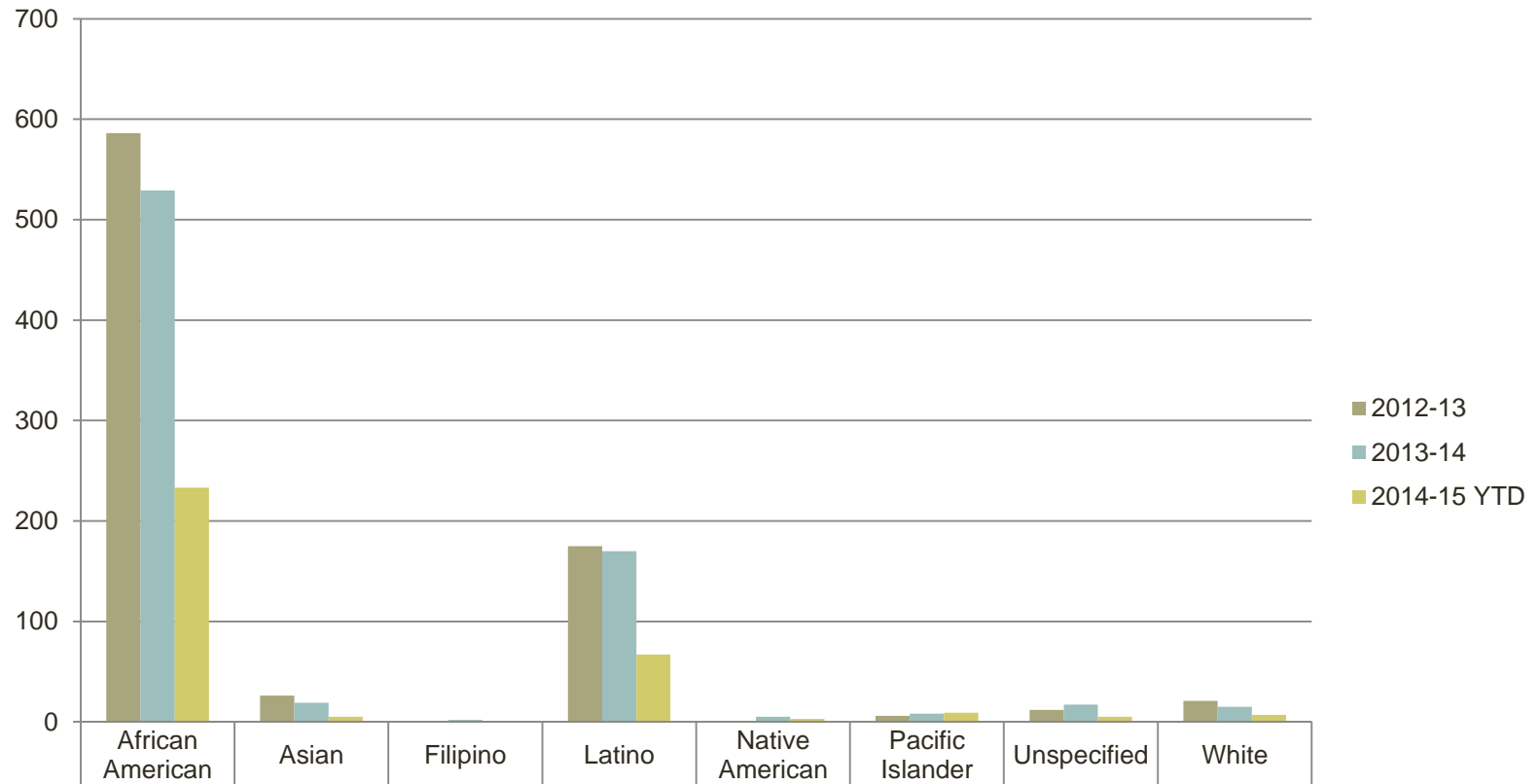
- Suspensions for willful defiance impact African American students at disproportionate rates
 - Instructional time lost due to suspensions has a severe impact on student academic performance
 - Suspensions fail to address root causes and rarely change behavior
 - Key strategy to reach goal of the Voluntary Resolution Plan (VRP) by 2017
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Defiance Suspensions



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	African American	Asian	Filipino	Latino	Native American	Pacific Islander	Unspecified	White
2012-13	586	26	1	175		6	12	21
2013-14	529	19	2	170	5	8	17	15
2014-15 YTD	233	5	1	67	3	9	5	7

Stakeholder Engagement



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- Met with Black Organizing Project and Public Counsel. Agreement reached to:

1. Monitor the use of Referral, Suspension and Expulsion data

2. Prioritize through Quality Community Schools Strategic Plan Sub-Committee

3. Convene an Annual Community Forum



Communicating the Updates

- Legal Alerts
 - Internal Communications to Schools
 - Principal Advisory Committee Updates
 - Principal Meetings
 - District Newsletters
 - Labor Partners
 - District Website
 - Parent Leaders
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Implementation

- District wide introduction and use of the Discipline Matrix (Summer/Fall 2015)
 - Collect and analyze suspension data after roll-out of matrix (Spring 2016)
 - Expand Positive Behavior Supports & Interventions (PBIS), Restorative Justice (RJ), African American Male Achievement (AAMA) and other strategies to transform school culture (Summer/Fall 2015)
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Implementation

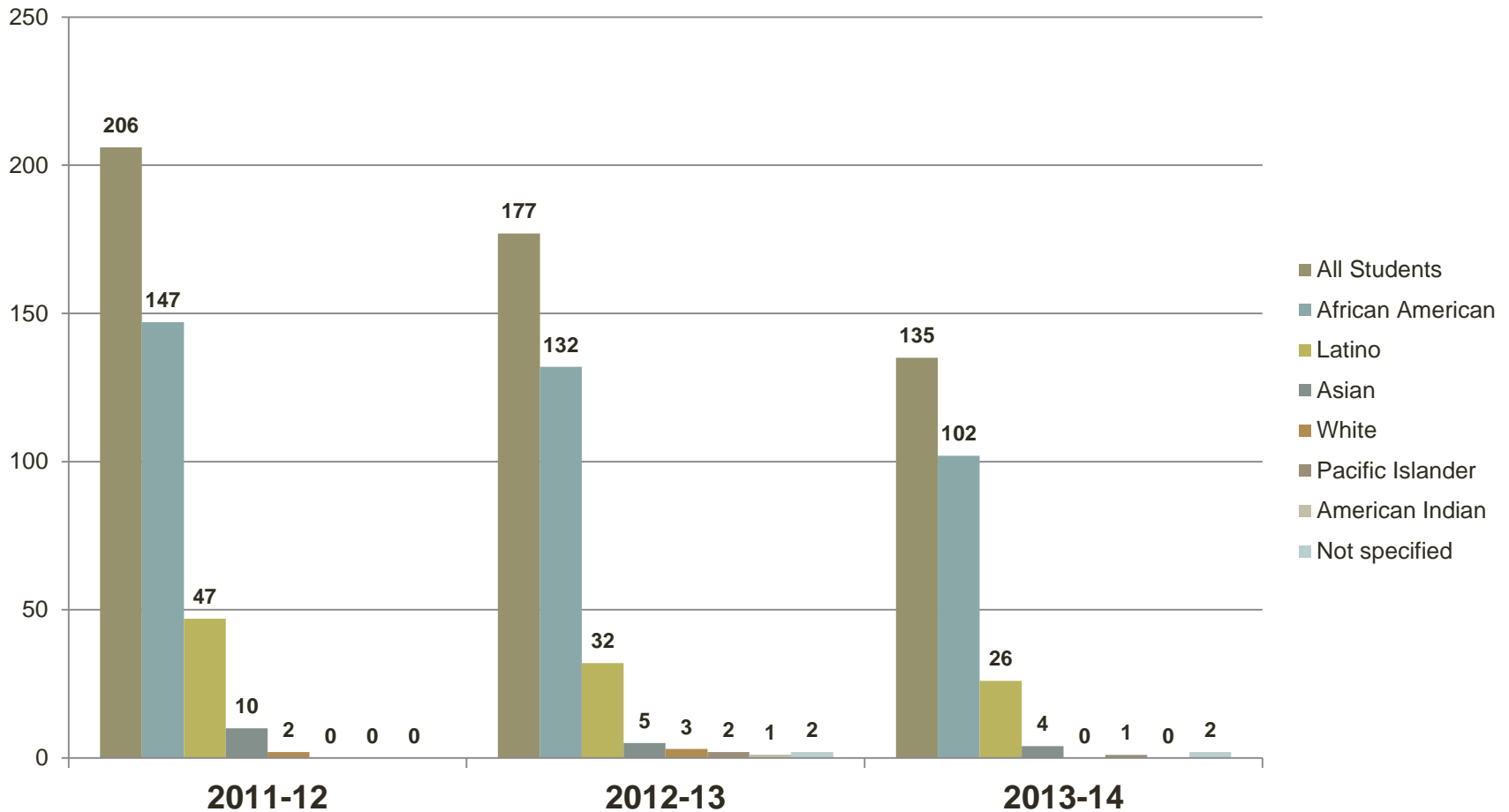
- Determine capacity at sites to reach goal of Fall 2016 (Fall 2015)
 - VRP team to monitor progress and implement supports in collaboration with school sites (Fall 2015-2017)
 - Incorporate training for BP and AR/Matrix in: PBIS Tier 1; Whole-school RJ; and ongoing Universal Referral Form training
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Investments

- 5- year Transforming School Climate Grant (PBIS). From 35 to 45 schools next year.
 - 5 year Project Prevent Grant (trauma informed RJ at 6 comprehensive high schools)
 - Coordinated Early Intervention Services (CEIS) will fund PBIS and Insights to Behavior
 - Expansion of restorative practices, AAMA and similar strategies
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DHP referrals by race/ethnicity





Expulsions by race/ethnicity

