

# *School Culture and Climate- Tier I Universal Systems*



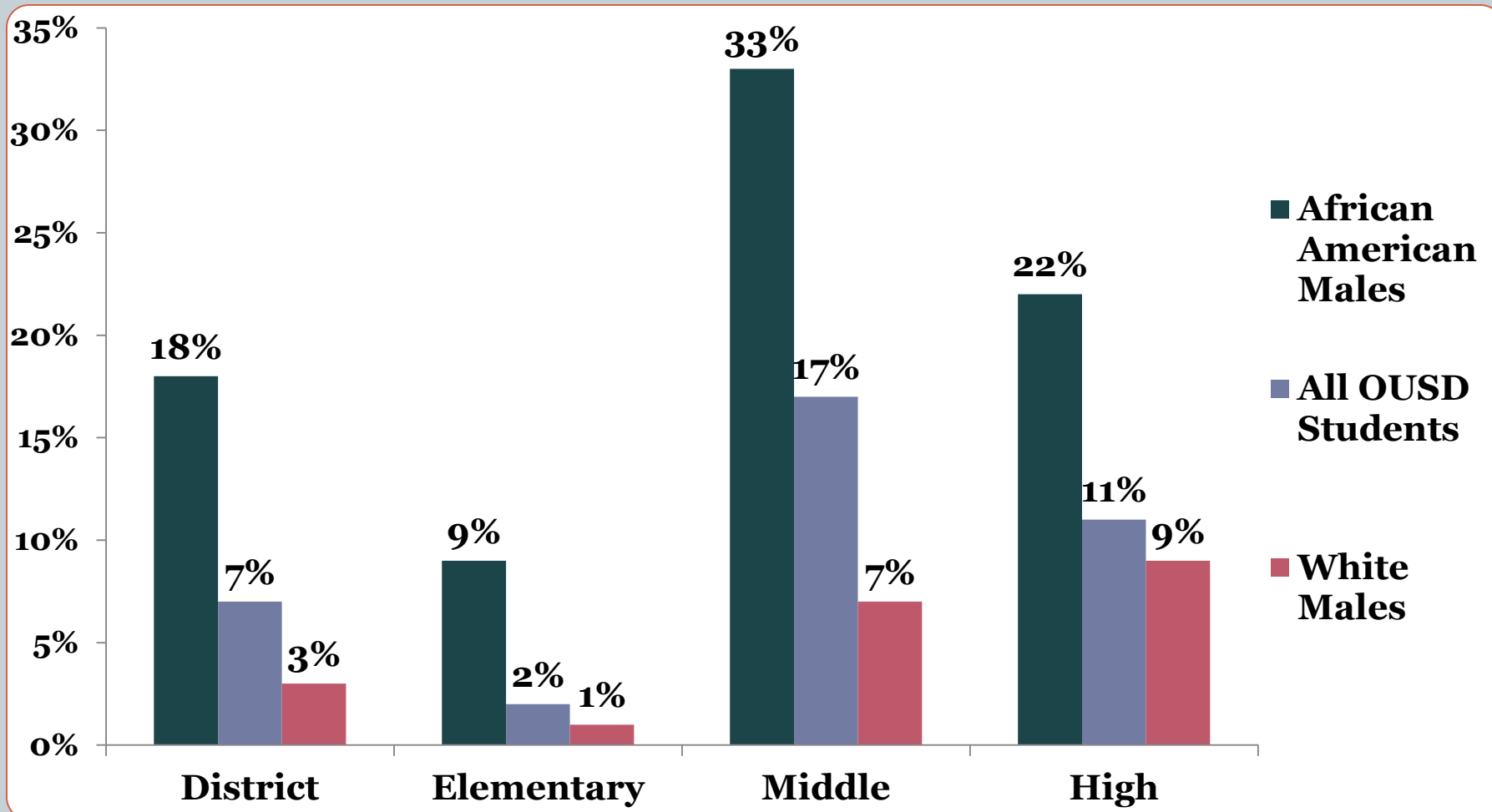
**PRESENTED TO ASSISTANT PRINCIPALS  
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# What is the Problem?



- African American students are being subjected to disciplinary action at a disproportionate rate
- African American students lose significantly more instructional minutes and significantly lower graduation rates when compared to other students
- OUSD entered into a voluntary resolution agreement (VRP) with the OCR to address this problem.
- Informed decision making to identify areas that need to be addressed by the School Culture and Climate Team (SCCT)

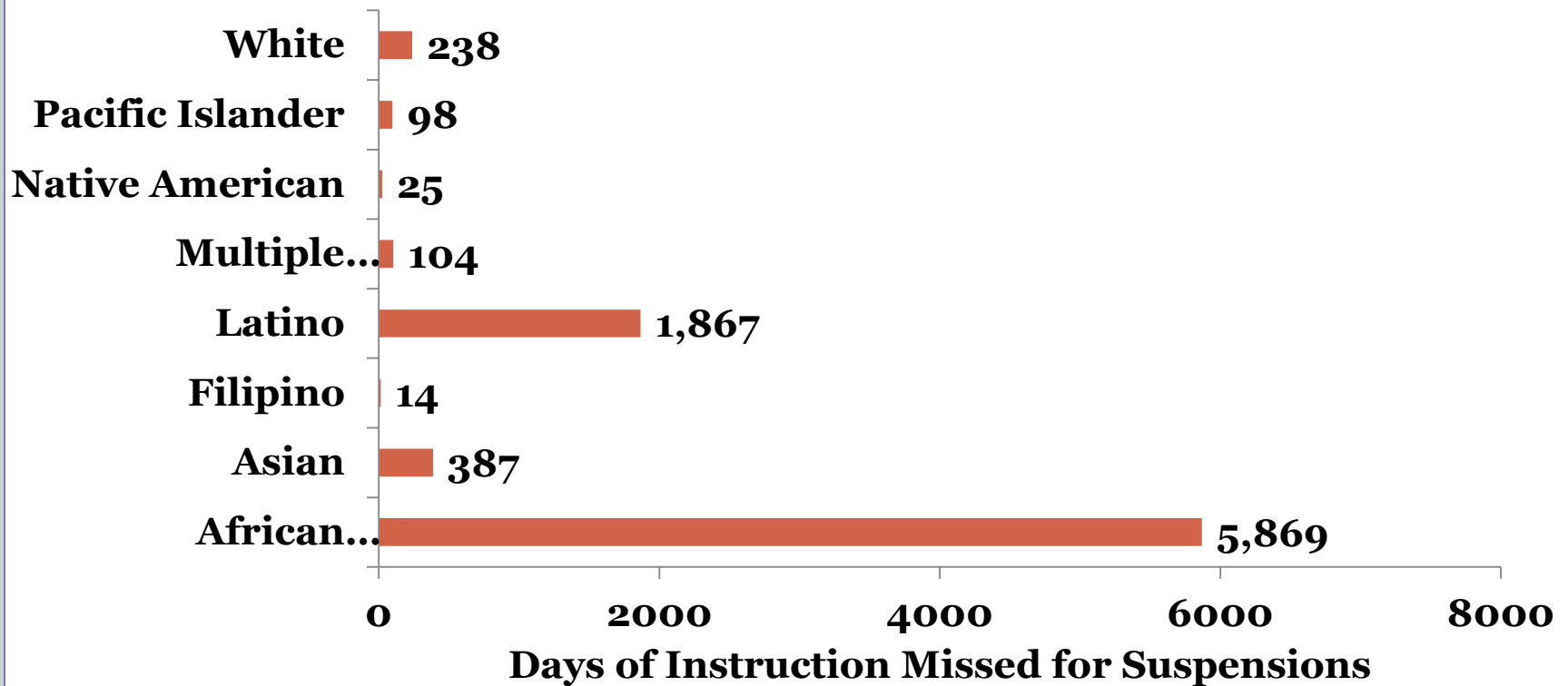
# Percentage Suspended Once or More by School Level



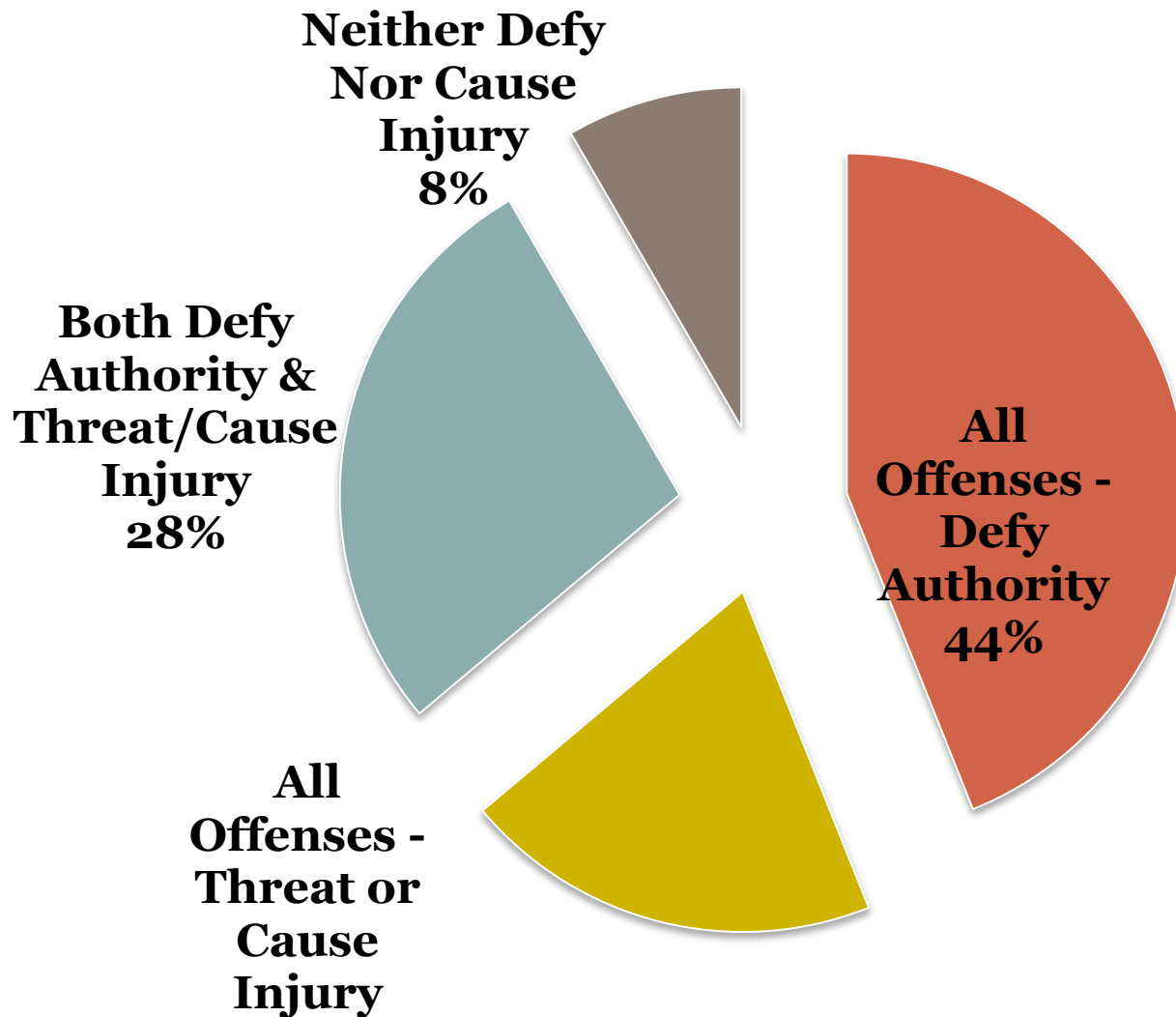
Source: Oakland Unified School District (OUSD) 2010-2011

Note: District average includes African American males.

# Total Days of Instruction Missed by Males due to Suspension in OUSD in 2010-11



# Patterns of Offenses for African American Males with *Multiple Suspensions* in 2010-11



# Voluntary Resolution Plan



- 2012 – US Office of Civil Rights (OCR) sanctions OUSD for disproportionately suspending African American students
- As a result of the voluntary agreement OUSD is expected to respond with broad, systemic changes including:
- OCR requires OUSD begin documenting and monitoring office disciplinary referrals

# Why Multi-tiered Systems of Support

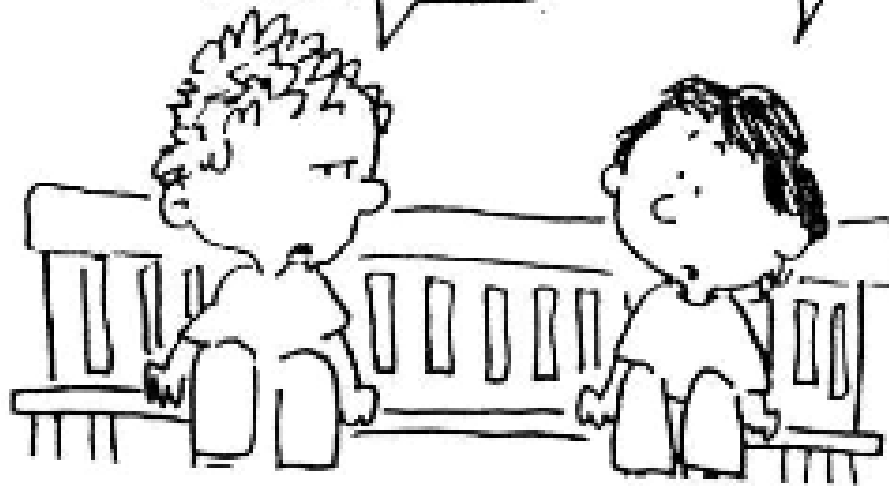


- Eliminate unconscious bias in discipline practices
- Shift focus from “What’s wrong with this child”? -- to “What’s happened to this child”?
- Replace punishment with instruction and targeted support
- Eliminate environmental factors triggering problem behavior
- Establish early warning data system
- Create systems that promote consistency and fairness



I STARTED A FIRE IN  
THE LAB—ON PURPOSE!  
HOW ABOUT YOU?

I TAPPED MY  
PENCIL ON MY DESK  
DURING STUDY TIME.





# Key Components of Prevention -Tier I



- Common practice and approach to discipline
- Clear set of positive expectations and behaviors
- Consistent teaching and recognition of positive behavior
- Common procedures for preventing problem behavior
- Data system for progress monitoring

# Why a Universal Discipline Referral Form?



- Standardize data collection and reporting across all sites
- Shifts collective focus onto prevention
- Promote pre-referral interventions
- Collect referral data for decision-making
- Facilitate targeted behavioral support for non-responders
- Reduce bias in disciplinary referrals

# What Data is Collected?



- Pre-referral Interventions
- Location of Incident
- Type of Behavior: Major/Minor
- Possible Motivation/Function of Behavior
- Description of Incident/comments
- Post-referral Interventions

# How it this data used?

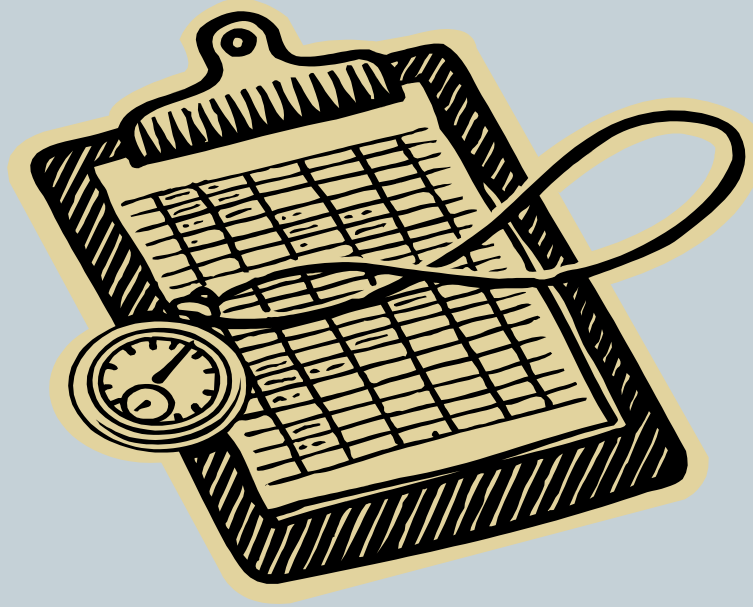


- Identify patterns in disciplinary issues
- Differentiate between environmental and individual student issues
- Target resources to address specific patterns of behavior (students and adults)

# Easy Data Entry



- Once information is collected, it should only take 60-90 seconds to input the data for each referral to Aerie CS or Aeries.net



# Pre-referral Interventions



- ***Interventions** are interactions between students and adults that correct student behavior by meeting a need or teaching a replacement behavior*
- *The most effective interventions happen **before** the problem behavior*

# Possible Motivation



Behavior serves as communication, conveying what the student wants/needs, including:

- Obtaining Attention - Adult or Peer
- Obtaining Items or Activities
- Obtaining Sensory Input
- Avoiding Adults or Peers
- Avoiding Tasks/Activities

# Next Steps



- All schools will develop and implement Tier I Universal Behavioral Systems.
- All staff will complete and submit a URF every time they refer a student to the office
- Site administrator will review and share URF data with All staff and solicit feedback to facilitate a culture shift.