SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 9.6

Meeting Date: March 21, 2013

Subject: Coherent Governance Policy Operational Expectations 11 (OE-11) - Student Discipline - Monitoring Report

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☒ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Superintendent's Office

Recommendation: Approve Coherent Governance Policy Operational Expectations 11 (OE-11) – Student Discipline - Monitoring Report.

Background/Rationale: The Board has directed the Superintendent to provide Monitoring Reports on a regular schedule at open session Board meetings. Monitoring determines the degree to which Board policies are being met. This report is designed to share progress toward the results the Board expects to see for the school system, as well as the effectiveness of the system's operations. This report, therefore, is a review of the organization's performance as it relates to Operational Expectations 11 – Student Discipline.

The report includes the following information:

- The policy.
- The Superintendent's certification.
- Reasonable Interpretation of the policy.
- Evidence of compliance.

After the Board meets in open session to discuss the report, two additional sections of the report will be completed by the Board chair:

- Disposition of the Board. (The policy is found by the Board to be "in compliance," "in compliance with exceptions," or "not in compliance.")
- Comments.

The Board will discuss the data and conclusions from the Monitoring Report in open session. At the end of the discussion, the Board will vote as to whether it will accept the report, as presented, as evidence of reasonable interpretation and reasonable progress toward achieving the Board's policy. The Board will determine whether the policy is "in compliance," "in compliance with exceptions," or "not in compliance." If the policy is found to be "in compliance

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
Operational Expectation Monitoring Report
OE-11: Student Discipline
March 21, 2013

PART I: THE POLICY

OE- 11: Student Discipline

The Superintendent shall establish and consistently enforce discipline policies to maintain safe and effective learning environments for all students.

PART II: SUPERINTENDENT'S CERTIFICATION

I certify that the information in this report is true for the period

beginning _____and ending _____.

Based on this report, I believe the school system is

___ In compliance
___ In compliance with exceptions
___ Not in compliance

Signed: _____ Date: _____
Jonathan P. Raymond, Superintendent

PART III: DISPOSITION OF THE BOARD

Based on this report and our discussion, the Board of Education finds this OE policy to be

___ In compliance
___ In compliance with exceptions
___ Not in compliance

Signed: _____ Date: _____
Jeff Cuneo, Board President

PART IV: COMMENTS

_____
_____
_____
_____
_____

Interpretation:

I interpret this to mean that the District will ensure that all schools adhere to Board policies relating to discipline, California Education Code policies regulating discipline and other District policies regarding school climate. Additionally, I interpret this to mean that the District will adhere to the execution of the discipline hearing process. Further, the District will communicate clearly and consistently with administrators and staff at all levels of the District about the role and responsibility of each employee for establishing and maintaining safe and effective learning environments and for promoting civil behavior.

I interpret "safe and effective learning environment" to mean that SCUSD will operate schools that provide for the physical and emotional safety of all students and staff and provide students and staff with a positive school climate that builds student attachment to school, a research-supported factor that correlates closely with academic and life success. I interpret a positive school climate as one in which adults work together to provide positive environmental factors established by current research as necessary for the development of student success and resiliency. Those factors including a welcoming student environment, established routines and structures, consistent enforcement of rules, respect for differences and the development of trust between all stakeholders. I define best practices for developing positive school climates as aligning with those set out by the California Department of Education under the Safe Schools and learning support programs.

OE-11.1 The Superintendent will appropriately involve teachers, administrators, students, parents, guardians and the community in developing student discipline policy.

Interpretation:

I interpret this to mean that the District will initiate and support efforts to engage teachers, administrators, students, parents and community partners in development of student discipline policy through District-level structures such as the Family and Community Engagement Office, the Student Hearing and Placement Department, the Special Education Department and the Student Advisory Council. Sites will engage teachers, students, parents and community members through regular structures such as individual School Site Councils and site-based parent, student, and teacher organizations.

Indicators for Compliance:

Information provided to parents/guardians in the Annual Parent and Student Rights Notification and Standards of Behavior handbook, which is also online at www.scusd.edu/doucment/annual-parent-and-student-rights-notification-and-standards-behavior-handbook in multiple languages.
Information provided to staff and students in individual site staff handbooks and student handbooks.
Review School Site Council agendas, School Safety committee agendas, Student Advisory Council agendas, Student Board Member reports and Safety Plans for evidence of involving parents and secondary school students in reviewing discipline policies.
Review meeting sign-ins and agendas, including of Student Councils for evidence that the teachers, administrators, students, parents and community members are involved in developing and reviewing student discipline policies.
Calendar and training materials for professional development for site administrators.
Create committee of all stakeholders to review Board Policy and Administrative Regulations regarding school discipline.

EVIDENCE OF COMPLIANCE

March 15, 012 – March 21, 2013

The Annual Parent and Student Rights Notification and Standards of Behavior Handbook is printed and distributed to sites prior to start of school year for distribution to all students or upon each student's entry into the SCUSD. An electronic version is also available online at www.scusd.edu/document/annual-parent-and-student-rights-notification-and-standards-

www.8580TmulTfD0T1(ip3Tj033Tj/TT21Tf382f.2240TD(is)Tj/TT11Tf.6229TD800s)Tj/TTlanguag(and50T5(0003

OE-11.2 The Superintendent will assure that teachers, students and parents are informed of the disciplinary expectations of students.

OE-11.3 The Superintendent will ensure that all policies and procedures regarding discipline are enforced consistently using reasonable judgment.

OE-11.4 The Superintendent may not permit student unruly behaviors that disrupt learning.

Interpretation:

I interpret this to mean that the District will implement appropriate discipline policies and attempt to identify and address the causes of a student's disruptive behavior. In addition, the District will work with partners – parents, nonprofits, n88(224TD.0002Tc(pi.5)/TT1

students' attendance, behavior and academic data all in one place. Teachers, counselors and administrators have access to a list of agreed upon interventions outline in the On-Track system. Teachers, counselors and administrators can use this tool to track the implementation of interventions and work together to identify interventions and supports that produce a positive outcome for students. (See Attachment S).

Working collaboratively with the Boys and Girls Club to develop a district High School Intervention Center. The Intervention Center is a program designed for students who are issued home-suspension. Rather than

Attachment A

Sacramento

Attachment A

SSC Meeting Minutes, November 8, 2012, 2:15-3:30pm

[redacted]

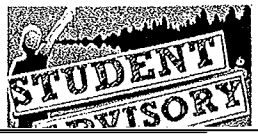
Jazelle Sampson and Chris Glasper

Review of SDIP

- Priority #1 – Improve student achievement
  - Instructional Rounds
  - Training on Common Core Standards
  - [redacted]

Attachment B

SAC Executive Board Meeting
March 5, 2013
3:45-5:45pm



Attachment C

Sacramento City Unified School District

Putting

BOARD OF EDUCATION

6.0 AGENDA ADOPTION

Vice President Kennedy made a motion to adopt the agenda, seconded by Second Vice President Woo. The motion carried unanimously with Member Arroyo absent.

7.0 PUBLIC COMMENT *15 minutes*

Members of the public may address the Board on non-agenda items that are within the subject matter jurisdiction of

are received, or grouped by subject area. We ask that comments are limited to two (2) minutes with no more than 15 minutes per single topic so that as many people as possible may be heard. By law, the Board is allowed to take action

declining student enrollment and fiscal issues in the district. Superintendent Raymond thanked all who worked so hard in getting Proposition 30 passed

9.4 President's Report (Jeff Cuneo) ***Information***

President Cuneo reported on focusing on students and why we are here and his role on the Board as President. President Cuneo's report focused on the Caleb Greenwood and Kit Carson Design team

Second Vice President Woo made a motion to move the Design Team Schools' Updates – Program and Grade Configurations from conference to action, seconded by Vice President Kennedy. The motion carried unanimously with Member Arroyo absent.

President Cuneo acknowledged Caleb Greenwood K-8 School, Mary Hardin Young, Charlie Watters, Matt Turkie and Amy Whitten.

Reconfigure and change the programs at the following schools in the following ways:

a. A M Winn: Waldorf-Inspired K-8

b. School of Engineering and Sciences 7-12

c. Caleb Greenwood: International Baccalaureate Primary Program, K-6

d. Kit Carson: International Baccalaureate Middle Years Program, 7-10
International Baccalaureate Diploma Program, 11-12

Second Vice President Woo made a motion to approve the Design Team Schools' Updates – Program and Grade Configurations with a correction that SES will remain a 7-12 school, seconded by Vice

Purchase Order Board Report for the Period of November 15, 2012
Through December 14, 2012

November 23, 2012

Item 11.1 was received by the Board.

12.0 FUTURE BOARD MEETING DATES / LOCATIONS

✓ *January 17, 2013 4:30 p.m. Closed Session; 6:30 p.m. Open Session; Serna Center, 5735 47th*

Attachment D

Sacramento City Unified School District

SCUSD SAFETY COMMITTEE
WEDNESDAY JANUARY 16, 2013
4:30 – 5:30pm
INDIANA ROOM

AGENDA

INTRODUCTIONS.....All

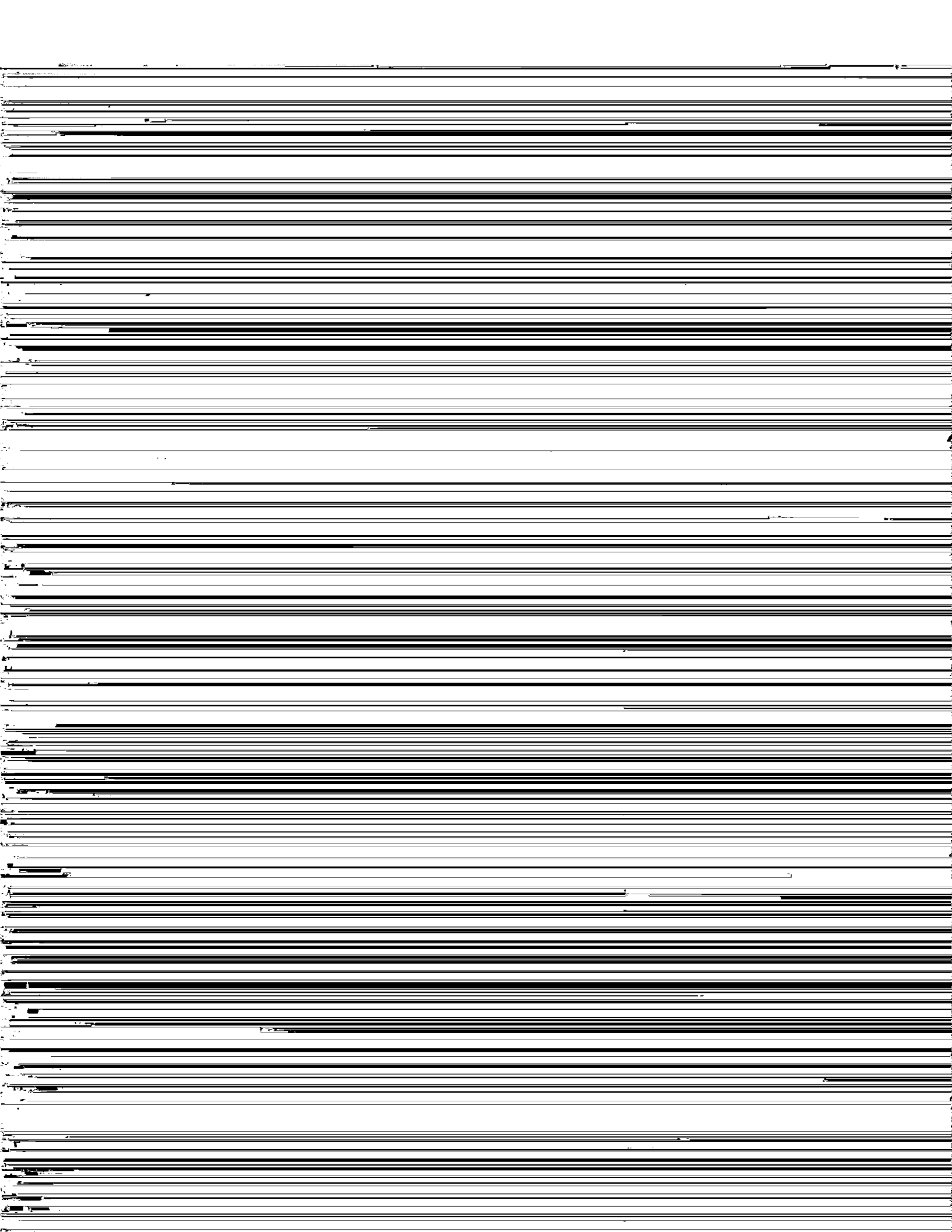
PURPOSE.....Teresa, Lt. Hinz, Tracey

- Preparedness

Where we are now.....Tracey, Lt. Hinz

SAFE SCHOOLS

Attachment F



Attachment H

AGENDA

February 13, 2013
1:00 p.m. – 2:00 p.m.

Meeting called by Sara Noguchi

Stephan Brown

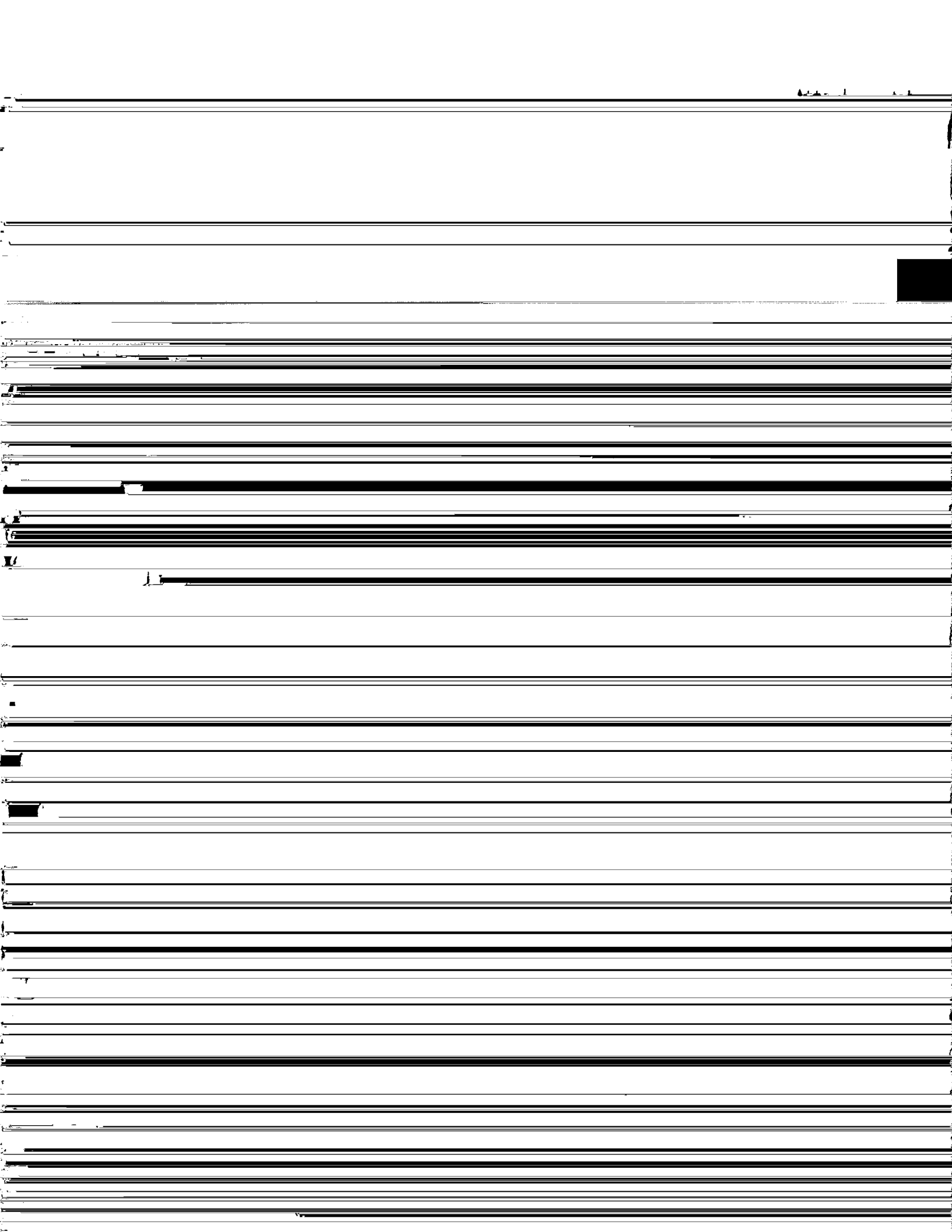
Attachment I

Appendix C: SCUSD Proposed 3-Year SEL Implementation Work-plan

[redacted]	By June 2013		

Attachment I

Attachment I



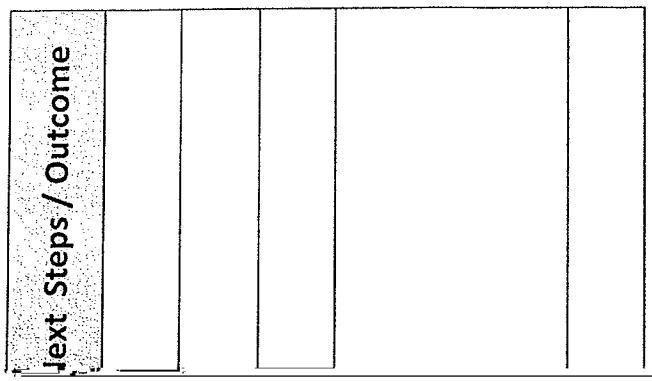
Attachment I

[redacted]	standards November 2012		

	and adopt evidence-based program. Teachers are	implementation.	

Attachment I

Attachment J



Attachment L

[redacted]

Presented by: Andrew Pham-Sacramento City Unified School District

Gang Violence Prevention/Intervention Specialist

Rosa Parks Middle School

Thursday March 1, 2012

- What is a Street Gang?
- Street Gang laws
- Local Gang Statistics
- Street Gang Validation Process
- Why Youth Join Gangs

Rapid Responder ASP Service Renewal Agreement

On January 20, 2006, Sacramento City Unified School District (SCUSD) purchased the Rapid Responder system

along with a 36-month data hosting and system maintenance package (Application Service Provider Services)

that requires renewal.

APPLICATION SERVICE PROVIDER (ASP) SERVICES AND RAPID RESPONDER® SOFTWARE
Prepared Response Inc., (PRI) will continue to make the Rapid Responder system available to SCUSD as an internet accessed solution by providing ASP Services upon renewal of subscription.

2012 ASP SERVICE RENEWAL PRICING AND TERMS:

Number of Sites:	100 (see list below)
Year Purchased:	1 – Term begins on 02/02/2012 and ends on 02/01/2013
Total Amount:	$5,000.00 (discounted rate)

Subsequent Subscription Term(s):

The Subscription Term will automatically renew annually on February 2nd per agreement with Subscription

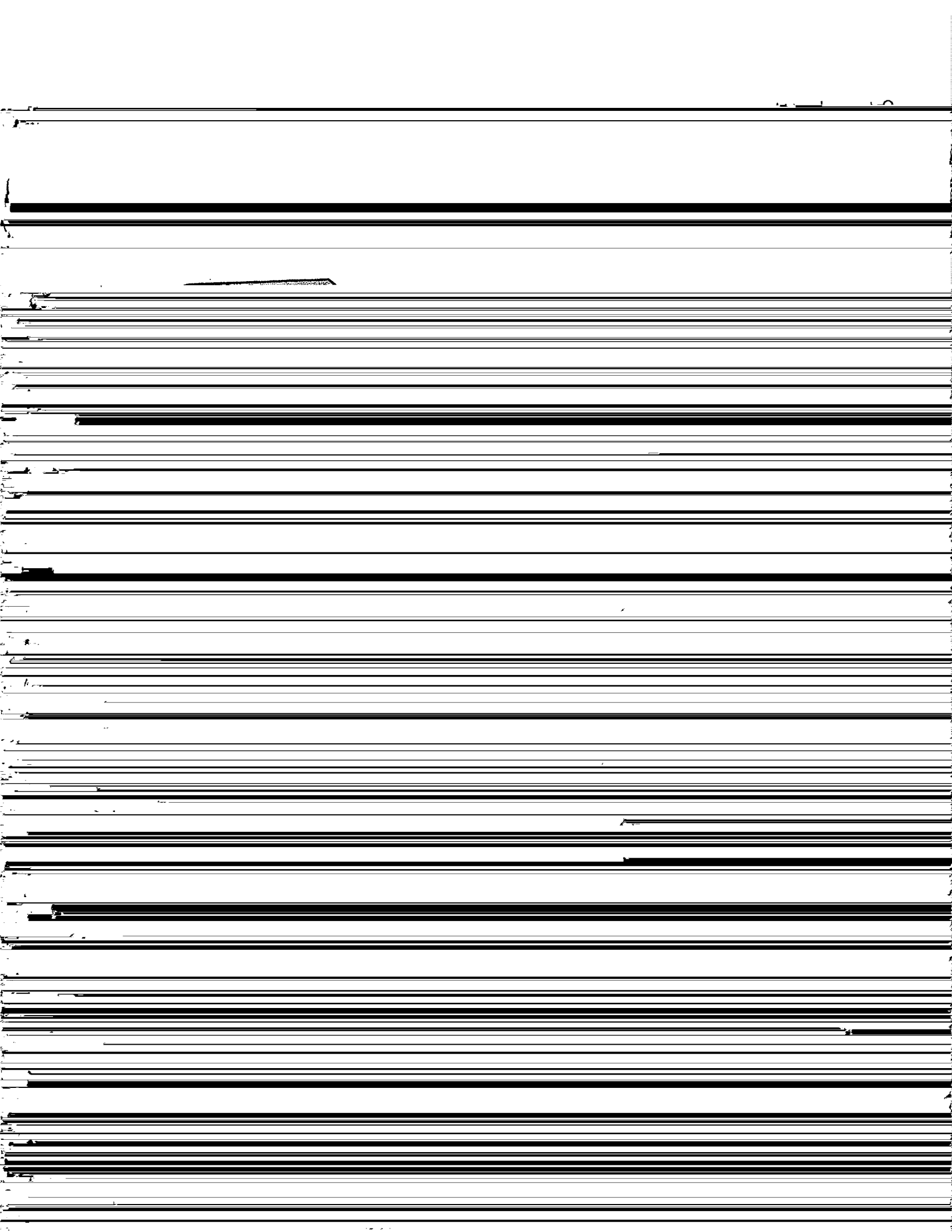
#	School Site Name
1	A M Winn Elementary School
51	John Drake Sloat Basic Elementary School
52	John F Kennedy High School

Attachment N

Sacramento City Unified School District

SAFE SCHOOLS OFFICE

Comprehensive Safe School Plan (CSSP)



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

Attachment P

[redacted]

Presents

[redacted]

Attachment Q

SCUSD Mental Health Partners

1) Another Choice Another Chance 5450 Power Inn Road, Suite B
Sacramento, CA 95820 (916) 388-9418

2) Asian Pacific Counseling Center 7273 14th Avenue, Suite 120-B
Sacramento, CA 95820 (916) 383-6783

[redacted]

Sacramento, CA 95838 (916) 648-8008

[redacted]

[redacted] Outpatient Program 7237 E. Southgate Drive

[redacted]

18) UC Davis CAARE (Child and Adolescent Abuse Resources and Evaluation Center) 3671 Business Drive Sacramento, CA 95820

Research discussed w/ principals

Attachment R

issues. The study adds to a growing body of research questioning the fairness and effectivene
mandate suspensions for specified offenses."

[redacted]

Attachment S

Status				

ion	Cost	Status

s.

he data to be used at the school site.

Behavior.

eted students.

with D's and F's)

ave comments in the comment field.

Attachment S

nes

n be identified early using information that schools already

mester, students in need of support services.

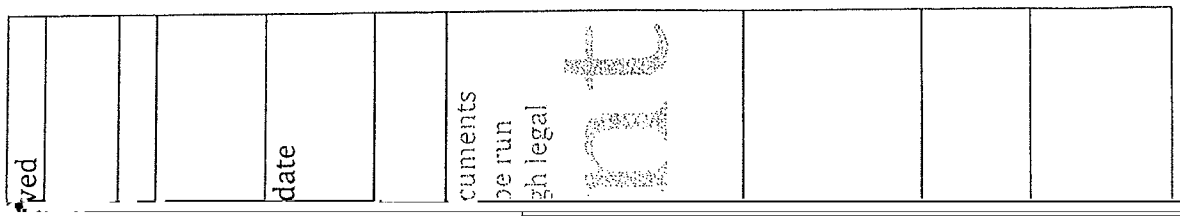
e, Homeless Students, Foster Youth

Attachment T

Attachment T

Attachment T

Attachment T



Attachment T

Attachment T

Stacey not present

nic Office