

Completed by Coleman Advocates for Children and Youth and Public Counsel

SAN FRANCISCO UNIFIED SCHOOL DISTRICT (SFUSD) SCHOOL DISCIPLINE ASSESSMENT

Comparison of SFUSD Safe and Supportive Schools Resolution (SSS) to the Federal School Discipline Guidance

This assessment is based on “Recommendations for School Districts, Administrators, Teachers, and Staff” from the U.S. Departments of Education and Justice.¹ School districts should work with students, parents, school staff, central office staff, advocates, and other community stakeholders to complete and revisit the assessment. To complete the assessment, note the following for each recommendation:

N = Not Implemented B = Barely Implemented M = Mostly Implemented F = Fully Implemented

I. Climate and Prevention

A. Safe, inclusive, and positive school climates that provide students with supports such as evidence-based tiered supports and social and emotional learning

| Federal Guidance | Status | Status of Policies before new SFUSD Resolution was passed | Steps for Full Implementation Committed in new SFUSD Resolution |
|--|--------|---|---|
| Develop and implement a comprehensive, school- and/or district-wide approach to classroom management and student behavior grounded in evidence-based educational practices that seeks to create a safe, inclusive, and positive educational environment. | B | Even though San Francisco Unified School District (SFUSD) has shown a commitment to restorative practices (RP) they haven't fully committed to training all stakeholders, which leads to punitive discipline strategies that negatively affect students of color. | Provided for in Safe and Supportive Schools Resolution (SSS). |

B. Training and professional development for all school personnel

| Federal Guidance | Status | Status of Policies before new SFUSD Resolution was passed | Steps for Full Implementation Committed in new SFUSD Resolution |
|---|--------|---|---|
| Provide cultural awareness training to all school personnel, including training on working with a racially and ethnically diverse student population and on the harms of employing or failing to counter racial and ethnic stereotypes. | B | Up until now, there have only been cursory, uneven trainings dealing with cultural competence | Majority of students are students of color and the majority of teachers are European American. SFUSD has committed to providing training for all teachers and school staff. |

C. Appropriate use of law enforcement

| Federal Guidance | Status | Status of Policies before new SFUSD Resolution was passed | Steps for Full Implementation Committed in new SFUSD Resolution |
|--|--------|---|--|
| Document the roles and responsibilities of school resource officers and security or law enforcement personnel in a written agreement | M | In 2005, SFUSD and San Francisco Police Department (SFPD) entered into an MOU that expired in 2010. From 2010 to 2014 there was no formal agreement with police officers in SFUSD schools and | Earlier this year, a new MOU was signed that requires police to monitor arrest data and creates clear guidelines for the police officer's role in the school community but |

¹ See Appendix, <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201401-title-vi.pdf>

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| or memorandum of understanding between the school and appropriate law enforcement and/or related agencies. | | we were unable to see arrest and citation data from District or the Police Department. | limits their access to school sites and students. |
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II. Clear, Appropriate, and Consistent Expectations and Consequences

B. Communicating with and engaging school communities

| Federal Guidance | Status | Status of Policies before new SFUSD Resolution was passed | Steps for Full Implementation Committed in new SFUSD Resolution |
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| Provide parents and guardians with copies of all discipline policies, including the discipline code, student code of conduct, appeals process, process for re-enrollment, where appropriate, and other related notices; and ensure that these written materials accurately reflect the key elements of the disciplinary approach, including appeals, alternative dispositions, time lines, and provisions for informal hearings. | B | Even though SFUSD publishes the rights and responsibilities for students in the parent handbook, the District has a track record of failing to hand the books out on time and failing to collect signatures confirming receipt/understanding. | Provided for now in the SSS Resolution because students and parents will be part of the creation process and will have a better understanding of how it works. |
| Establish a method for soliciting student, family, and community input regarding the school’s disciplinary approach and process, which may include establishing a committee(s) on general discipline policies made up of diverse participants, including, but not limited to students, administrators, teachers, parents, and guardians; and seek input from parents, guardians, and community leaders on discipline issues, including the written discipline policy and process. | N | SFUSD has historically been unable to involve African American and Latino students and parents in the schools’ decision making process, which has led to disproportionate punishments for students. | Full implementation is provided for in the Resolution; however, it is not yet determined what this engagement process will look like and how it will meaningfully engage parents and not tokenize them. |

III. Equity and Continuous Improvement

A. Monitoring and self-evaluation

| Federal Guidance | Status | Status of Policies before new SFUSD Resolution was passed | Steps for Full Implementation Committed in new SFUSD Resolution |
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| Establish a means for monitoring that penalties imposed are consistent with those specified in the school’s discipline code. | B | African American students miss 19 days of instruction time, compared to an average 12 days for the school district. African American students are unfairly targeted for all forms of discipline. | We are in the process of creating a discipline matrix for the district and school sites. |

B. Data collection and responsive action

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| Federal Guidance | Status | Status of Policies before new SFUSD Resolution was passed | Steps for Full Implementation Committed in new SFUSD Resolution |
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| Maintain data for a sufficient period of time to yield timely, accurate, and complete statistical calculations. | B | Up until this year SFUSD wasn't publicly publishing school data information. With the help of Public Counsel, we filed a PRA and received over 800 individual documents of partial school discipline data by school site. | The district upgraded their data collection system and now they are able to accurately monitor data in real time about school suspension. Thanks to the SSS resolution they have to produce data quarterly. |