

WHAT YOU SHOULD KNOW about Loleta Unified School District's Agreement to Address Racial Discrimination and Provide Services for Students with Disabilities

In November 2017, the District signed a Voluntary Resolution Agreement (Agreement) with OCR to address these problems. This Agreement should bring important changes to Loleta Elementary School.

In the Agreement, the District committed to **providing all students with a safe school environment that promotes learning**—a school where students are treated fairly, do not experience discrimination and receive necessary services. The District has promised to take effective measures to prevent harassment based on race, color, and national origin, and to investigate and address reported harassment. OCR has committed to make sure these changes happen.

While the District is responsible for fulfilling its promises in the Agreement, the Loleta community also has an important role in making sure the District lives up to its word. The active participation of parents and guardians, students, community members and district staff will help ensure the District creates a positive and inclusive school climate.

Every student deserves a school where they can thrive!

BACKGROUND

Discrimination by Loleta Union Elementary School District against Native American students and students with disabilities led to a 2013 complaint with the U.S. Department of Education's Office for Civil Rights (OCR). The complaint was filed on behalf of the Wiyot Tribe of the Table Bluff Rancheria with the support of the Bear River Band of Rohnerville Rancheria.

OCR's investigation confirmed significant evidence that the District racially discriminated against Native American students and failed to provide necessary services for students with disabilities.

KEY DEADLINES THE DISTRICT MUST MEET IN 2018

MARCH

Su Mo Tu We Th Fr Sa

- ♦ Staff Discipline Training
- ♦ Staff Racial Harassment Training
- ♦ Publish Plan to Serve Students with Disabilities
- ♦ Hire Expert Consultants

MAY

Su Mo Tu We Th Fr Sa

- ♦ Name School Climate Director
- ♦ Diversity Training for School Community

JUNE

Su Mo Tu We Th Fr Sa

- ♦ Public Meeting to Share Discipline Data
- ♦ Complete First School Climate Student Survey
- ♦ Corrective Action Plan to Address Historic Discrimination

2018-19 SCHOOL YEAR

- ♦ Sept 1, 2018: Parent Info Session
- ♦ Sept 30, 2018: Staff Racial Harassment Training
- ♦ Oct 31, 2018: Community-wide Diversity Training
- ♦ January 2019: Staff Discipline Training

ONGOING

- ♦ Two Stakeholder Equity Committee Meetings Per Year
- ♦ Yearly Staff Trainings on Discipline, Racial Harassment, and Diversity
- ♦ Public Information Sessions on Discipline Policies, How to Report Discrimination, and the Special Education Process

THE AGREEMENT REQUIRES THE DISTRICT TO DO THE FOLLOWING

INVOLVE AND LISTEN TO THE COMMUNITY

- ♦ Create a **Stakeholder Equity Committee**, including parents and guardians, community leaders, and tribal members. This committee will oversee the District's progress in creating a positive school climate and following the Agreement.
- ♦ **Survey students** each year about whether they feel safe at school, and publish the survey results.

INFORM PARENTS AND GUARDIANS ABOUT THEIR RIGHTS

- ♦ Provide parents and guardians with the **tools and information** they need to report discrimination and harassment.
- ♦ Host **informational sessions for the community** about anti-harassment and discipline policies.
- ♦ Train parents how to request and participate in special education assessments.
- ♦ The District should offer these information sessions at times and locations convenient to parents and the community, and offer interpretation.

IMPROVE SCHOOL DISCIPLINE

- ♦ Change school policies and procedures to clearly define the kinds of student behavior that will lead to discipline, and what types of discipline the school will engage in.
- ♦ Use **school-based supports and early intervention** to avoid excluding students from school.
- ♦ Stop unfairly disciplining students or removing them from class for minor misbehavior.
- ♦ Collect information about school discipline (by race and national origin, discipline of students with disabilities, and discipline imposed by specific teachers or administrators) and hold a **public meeting to share this information**.

PUBLICLY NAME A POSITIVE SCHOOL CLIMATE DIRECTOR

- ♦ The Director will make sure the school is working to **stop discrimination** against students based on ethnicity or disability, and **address complaints**.

TRAIN STAFF AND TEACHERS

- ♦ Host **extensive, yearly training for school staff** on how to respond to harassment, use positive corrective measures, implement fair discipline policies, and providing services to students with disabilities.

PROTECT AND SERVE STUDENTS WITH DISABILITIES

- ♦ Guarantee appropriate assessment of students who may have disabilities.
- ♦ **Create an Action Plan** to ensure that students with disabilities receive appropriate supports and services.
- ♦ Provide make-up services to students with disabilities who did not receive services previously.

HONOR DIVERSITY AND LOCAL CULTURE

- ♦ Create **diversity training** and **cultural programs** for the school community, including teachers and administrators.
- ♦ Organize programs to honor local Native American culture and promote a greater understanding between students and staff.
- ♦ Include **local history and culture** in the school curriculum.

GET EXPERT INPUT

- ♦ Hire experts in preventing and responding to harassment so that all students feel safe and welcome.
- ♦ Hire experts in non-discrimination to help the school end discriminatory practices.
- ♦ Hire experts on students with disabilities to make sure the school is doing better at identifying, serving and protecting these students.

ADDRESS HISTORIC DISCRIMINATION AND HARASSMENT

- ♦ Research and publish a Corrective Action Plan that **analyzes the root causes of discrimination** in Loleta Elementary School.
- ♦ Propose additional teacher training, changes in policies and procedures, and other steps to ensure a school environment free of discrimination.

Over the course of the two-year implementation and monitoring period, the District will report regularly to OCR. The agreement, which is available online at <https://www.aclunc.org/loletaagreement>, establishes specific dates and deadlines for these tasks.

Parents, guardians, and community members can play an active role: this agreement is a tool to ensure all children in Loleta Elementary School receive the public education they have a right to.

