

Pittsburg Unified School District
District Advisory Committee/District English Learners Advisory Committee
DAC/DELAC Meeting
April, 3, 2023

Foothill: María Magallón,
Claudia Mata, Katy Carreon Barba

Heights:

Highlands: Rosa Roldán,
Katy Carreon Barba

Los Medanos: Claudia Galicia

Parkside:

Willow Cove:

Stoneman: Marilú Montesinos

Marina Vista: Tasharie Ameral, Bessie
Batchan, Tylena Cabantac

Hillview JH: María Magallón,

María Zárate, Yazmín Cano, Fernando

Molina, Aidé Cisneros, Marilú
Montesinos

Rancho Medanos JH: Dr. Pamela
Butler-Harris, Susana Osafo

MLK, Jr. JH:

PHS: María Zárate, Mark Linde,
Fernando, Yazmín Cano, Marion
Barnon, Susana Osafo, Catalina Cruz

Black Diamond High:

Community: Dennisha Marsh

Ed Services: Shelley Velasco, Sandra
Guardado, Anthony Molina, Ernestina
Chamorro, Maria Gomez, Nubia
Aguilar, Lorena Asdourian

Student Services: Jennifer Clark

District: Alicia Bush

Welcome: The meeting was call to order at 5:45 pm. Mrs. Velasco thanked everyone for coming.

PUSD staff:

Sandra Guardado, EL and Dual Language Programs.

Shelley Velasco, Elementary Coordinator and oversees the DAC.

Guest: Anthony Molina, Assistant Superintendent, Educational Services.

Jennifer Clark, Director of Students Services

Nubia Aguilar, Secretary Educational Services

Ernestina Chamorro, Parent Liaison for Newcomer Students at Educational Services

Maria Gomez, District Interpreter

Alicia Bush, District School Site Safety Supervisor Human Resources

Lorena Asdourian, District Secretary

All parents and member introduced themselves and indicated the number of students and their respective schools. Ms. Tasharie Ameral mentioned that she is the DAC chairperson and that we are responding to a topic that you the members requested.

School Safety and Discipline: Jennifer Clark.

Good Evening. This presentation has been presented to the Board and to the administrators. It outlines the discipline some you may be familiar and some changes.

Page 1. Title: Discipline Matrix.

Page 2. To help the students to learn from the mistakes and teach them and reteach them.

“Discipline of others isn’t punishment. You discipline to help, to improve, to correct, to prevent, not to punish, humiliate, or retaliate.” - John Wooden

Page 3. Goal and Purpose.

- Provide information regarding the Discipline Matrix
- Create an understanding of what a discipline matrix is and is not

Mrs. Clark continued and mentioned, I will give information of what we have done, were we are and what will do.

Page 4. History of Discipline in PUSD.

I have been a teacher since 2003, Vice principal at Heights, Principal at Stoneman, and here at the District.

Page 5. There was a time of Zero tolerance (a sign was posted).

State Law = Zero Tolerance

- Strict enforcement of school rules
- Widespread in the early 90’s
- Led to disproportionate numbers of suspensions
- School to prison pipeline

Many students were suspended. Schools to prison pipeline. We moved away from this, but there is still that culture. Students were suspended at higher rate.

Page 6. Why make changes...?

- **Evidence**
 - Data
 - Root cause analysis
 - CCEIS

- Need more improvements
- Move from Punitive to restorative approach
- Ban on 48900 (k)

Our job is to teach our students. The instructional needs were not met. They were sent to Special Ed. African American are suspended at disproportionate rate.

CCEIS Comprehensive Coordinated Early Intervening Services

OHI Other Help impaired.

ED Emotionally Disturbed

We have move away from identifying students.

Question. What happens on Campus suspension? When the student is not missing school?

We supply the student's instruction. Will come back to this Mrs. Clark mentioned.

Looking at our data. All students have a right to education.

How do we address these changes?

Page 7. The work has already begun...

- Discipline Committee Spring 2021
- CCEIS Identification Spring 2021
- New Director July 2021
- Professional Development & Training on Suspension (ongoing)
- Review Data (continuous)
- Focus on Tier 1 & Tier Strategies
- Ban Suspension for 48900 (k) for TK -12 PUSD Students

Under 48900, many students were suspended. Per example: Cheating on a test, disrupting teacher and not be directed.

The goal was to remove the punitive measure.

2015 we could not suspend K-3, then move to 8th this year our District adopted no students could be suspended on 48900K. These are things that can be corrected in the classroom.

On 7/1/2021, I started in Students Services. Under DAC and the community. There was a request to address our disciplines matrix to outline in a way a teacher can respond to behavior. To address these requests, we had had a lot of training, “we” meaning teachers, administrators, and counselors.

Another thing, we are reviewing our discipline data. We had a Board Workshop; the board members review the data on discipline. How many infractions we have. This year one of the infractions is fighting. This is one of the highest in case by case. Tier 1 means all students in the building and all PUSD. To make sure they are responding. It is different in junior high and high school. We want to make sure that the schools are following this ban on suspension on 48900K.

There is also MTSS (Multi-Tier Systems of Support) work, multiple levels of systems for support, academic and social emotional. All our students are in community schools. To respond to behavior, we have Restorative Justice since 2015. We have them at all secondary’s student level.

The COST Team meets once a month with administrators, Sped Teachers, some teachers, nurse, counselor. A student will be name with no personal name.

Coordination of Services Team. Before this year Highlands and Hillview were the Community Schools. We are making a transition on our services.

Page 8. Transition to alternatives

Example of actions, services and supports implemented in PUSD:

- Build Community in School
- Positive Behavior Intervention Supports
- Soul Shoppe
- Step Up
- SEEDS
- Restorative Practices

We want to make sure that our schools are working on strategies. Some school may have assemblies. I know Stoneman does for sure. Mindful Life, is an intervention for students. Due to Covid we had to had a step back, we still have work to do.

Page 9. Discipline Data. December 2022. See link.

<https://drive.google.com/file/d/1yQ3cIpIchDklANheUXxD-S6qQreYeKAt/view>

Practice of Administrators on Discipline

- Review Data
- Finds Trends
- Is it working?
- Are we cohesive?

OCS - On Campus Suspension. This is at the secondary level.

Per example: District count. If a student had more than one suspension it would show only one time.

Discipline referral. The principal can look at the data.

Page 10. Our Current Reality and what we know to be true:

- Disparities with Suspensions for African American Students
- Responses to Discipline not Cohesive
- One size does not fit all
- Suspension is not the only answer
- Evidence behavior support systems supports all students

Next chart is for the ethnicity. See link.

This shows how the students are identified when they are enrolling in school.

<https://drive.google.com/file/d/1yQ3cIpIchDklANheUXxD-S6qQreYeKAt/view>

Reasons for suspensions.

The 48900 list of suspensions chart was explained.

This chart was presented to the staff to compare. This is looking specifically to African American students. The year to date suspension of Stoneman.

Mr. Molina explained the data is showing some improvements. Comparing year 2021 and current suspension.

Part of the work on discipline, we are working on being cohesive. We want to make sure that we have a cohesive plan. It would be addressed the same way. The results would be different.

To support the scholars, at the end of the day the suspension is an action of something to do because the students broke a rule. It does not address the need of the scholar.

Mr. Molina: We are not saying we are not going to suspend again. What we are saying is that we have to look at other meanings of correction. There have some behaviors that according to the Ed Code, we need to suspend.

Page 11. Now a new code of conduct...

We have a discipline Matrix that is already in place.

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To create the environment. We need to communicate that and teachers need to address this behavior in the classroom to build relationship with the students. One of the goals is to provide supervision on campus.

Page 12. Discipline Matrix.

- Why?
- What:
- What will it do?

Page 13. Purpose.

- Support our schools in maintaining safe, participatory, and productive learning environments
- Maintain and communicate high expectations
- Create consistent and predictable classroom routines
- Provide consistent supervision
- Teach social/emotional competencies
- Foster positive relationships among all member of the school community

We focus on...

We want to make sure we focus on the members of our community.

Page 14. What did it look like?

What will it look like?

Secondary are the only sites that have On Campus suspension. Only an administrator, principal, vice principal or designated person can suspend a student out of school. (It was mentioned the document online page number may be off).

Mrs. Clark mentioned on the disciplinary chart you can see the infraction sample. This outlines the Aeries code.

Do I do all of them or nothing. It does not show what we could do different. The various phone calls. The police will not come if there is not a crime. See, it is consistent and not progressive, as a new administrator That is why we are working on changing the matrix.

Page. 14 continues. What will it look like?

Current PUSD Progressive Discipline.

The K progressive Chart is the one on the current Students Rights and Responsibilities Handbook There is no suspension. It is still not clear when a scholar’s parent must be contacted even if does not lead a suspension.

Page 15. Current PUSD Progressive Discipline.

- Outlines Student Conduct
- District Expectations
- School Rules
- District School Discipline Plan
- Definition of Terms (OCS, Detention)
- Suspension
- Teacher Suspension
- Grounds for Disciplinary Actions
- Progressive Disciplinary Action Chart
- The “K” Progressive Chart

Page 16.

PUSD Discipline Action Chart and “K” Chart

PUSD Disciplinary Action Chart PUSD HB pg. 79

PUSD Disciplinary “K” Chart PUSD HB pg.80

Page. 17 New Discipline Matrix/Student Conduct – Elementary

Elementary Discipline Matrix

<https://drive.google.com/file/d/1e2jhBbo6JdhrPovQgeGmGBJQkj-e5x52/view>

Secondary Discipline Matrix

<https://drive.google.com/file/d/1d2jW0x4-6kjAtUSWRBBfGTOaqiCcRBhi/view>

Mrs. Clark showed the elementary matrix samples that show the level of infraction. On the first occurrences. This is a guide, it does not mean you have to do it. For example, if the student bumps with another student. Some teachers or parents would like the student suspended.

Sometimes in elementary it is more difficult. On the second occurrence. This is still a draft, we do not want to suspend a five-day suspension, that is a week of lost work for the student. If a scholar is suspended for 5 days and then they have another referral, the students will lose more school time.

A student without an IEP can be suspended 20 days a year.

Mrs. Clark continued, this matrix is different from the old chart. Major and minor infractions are separate. Major infractions, it may result in removal of school. Our goals are to change the behavior and keep trying until we get it right.

Page 18. Continual Work...

- Ongoing professional development and training for Administrators
 - Education Codes
 - Authority for Suspension
- Guidance on:
 - ● Documentation
 - ● Investigation
 - ● Utilize Other Mean of Correction (OMC) before suspension
 - ● Tier 1 & 2 Strategies & implementation schoolwide

Focusing in Tier 1. We have SST (School Study Team) on our campus, to get feedback. Mrs. Clark mentioned our Aeries system, documentation, investigations, and consequences. Some sites have some strategies.

This is a living document and it is changing.

Page 19. Next on the Horizon

- Continuous Guidance of the changes
- Focus on MTSS
- Implementation of Tier 1 & Tier 2
- Pre-referral strategies
- Collaborate as teams
- Solicit Feedback
- Publish

Page 20. Questions.

Mrs. Marsh. Asked regarding On Campus Suspension. Who is running it? An educator or disciplinarian? The person in OCS should be a teacher. Students should not be with an aide only.

Mr. Molina mentioned, we have On Campus Suspension at the Junior High Schools. We have not had it at PHS.

LOP teacher at PHS.

OCS, is different at the secondary the credential is specific.

OSC should be utilize for a period, a student may be sent to OSC. It is not a placed to provide instruction.

An educator and disciplinarian, and also you need a caring teacher, Dr. Butler-Harris mentioned.

Someone asked about the Community school. Does each one of the community schools has a therapist? Making sure that they have clothing.

What schools are our community schools?

- Highlands,
- Hillview JH
- Rancho Medanos JH
- Martin Luther King Jr. JH

We try to work with the county to work for health, we try to get to all the schools. The community school is to help the families.

Dr. Butler thanked Mrs. Clark and mentioned. We need something that works.

On Restorative Action. What happens is the student is sent to the office, what are the consequences?

At Rancho Medanos it is a hostile environment.

If a student is white and has committed al lot infractions, is not suspended, a black boy had a fight and was suspended. Parents would like to see someone in the office that they can identify with. The data does not identify the need for the personnel with similar ethnicity to mirror the students' ethnicity population.

The students are scare and bring weapons to defend themselves. Staff is also scare. We need to do something.

The whole Rancho Medanos Junior High needs Restorative Justice, for all campus.

We believe in Restorative Justice but it needs to be implemented in all the schools.

Mrs. Barnon mentioned. People assumed or are judging the students beforehand. Once the student is suspended and comes back, the student comes back with the same attitude and there is a need to follow up. I agree with the disciplinarian and educator, these student need compassion. As a school nurse, I have opportunities to talk to students.

Ms. Tasharie Ameral: What are we doing to help the students that are defiant? What is being done for the classroom teacher for the defiant student? What is the plan for support for the classroom teachers given that we will provide more chances for improved student behavior?

Mrs. Clark, as I said. Opportunity for some teachers on classroom management, it could be different at the schools.

Mrs. Marsh mentioned. We need to define what defiant means. Does the district provide staff development? This may be happening at some site and not at another site.

Someone mention, as a teacher, when Billy is being defiant, what level of support can I have?

-Advise to call the parent... If the student is not listening. This is what I have been doing.

Mrs. Marsh mentioned. What if the parent said: That is your responsibility! Foster relationship with parents, it should be from the beginning. We should provide training. As we work on the community, an administrator should be able to provide training. This is something that we need have, ongoing training. We neglect to train the new teachers and also current teachers.

Mr. Molina. We teach Science, Math. We need to teach them behavior.

The message here is we do not suspend. Mr. Molina mentioned what Dr. Butler-Harris mentioned about disciplining her own children.

We need manifestation of determination.

If a student with an IEP is suspended for 10 days, there should be a Manifestation of Determination.

Tasharie Ameral: When we look at moving from Tier I to Tier II interventions, what happens to the administrators when they do suspend? How strongly are administrators advised to use tier 1 interventions versus 2 interventions?

Tasharie Ameral: What happened to the admin that chooses to be more disciplined and decides to use the discipline chart, but has a reason to suspend as a no tolerance policy?

Mrs. Clark asked to Tasharie. Did you ask this regarding the discipline data?

We need to reduce suspension.

Ms. Clark also mentioned, we are always encouraging to use the Ed Code. The administrators have been to trainings. It is discussion, it is ongoing training. Mr. Molina and Mrs. Chen would have a conversation, some administrators would talk to the administrators in Ed Services or me.

Mr. Molina mentioned the number of suspensions does not mean that the students are bad. We are sharing best practices with our administrators and our teachers. We have a lot of resources in our District for instance Restorative Justice is one resource.

Tasharie Ameral mentioned. Per the new disciplinary chart PUSD is supposed to suspend or expel if a student brings a knife. Is that correct?

At our school a student brought a small box cutter recently. Also, I found a box cutter in one of my own student possessions in the Fall of this school year.

There are a lot of parents that feel that it is not acceptable as a school to have students bringing weapons on campus.

When this happened in my classroom I was rattled as an educator. I have seen this happen at my school site and also the students & families are concerned. It is being reported that the student that had the box cutter recently was not being reviewed for expulsion.

The victim's parent told others in the public via her social media page and public city-wide social media groups that they, the parent of the victim, did not like the follow up of the site principal which was a substitute administrator for the day. They stated they did not feel safe to send their children to school at our school site anymore. We lost two students from our enrollment as a result. I am afraid that we would continue to lose students if parents don't feel their students will be safe at PUSD schools. I am afraid we will lose educators, as well! Safety is a high priority area and should not be taken lightly.

As well, it is not enough for me that there is not a focus on a moral conscience to protect our students and staff from harm and danger even if only the potential of such.

How do we support students' needs for safety? How do we support our teachers, aides and classified staff needs for safety?

How do we help a parent understand this disciplinary district chart when their child is not the offender and they are the parent of the child being offended?

My children were at Foothill for two years for my oldest child and that school site had talked about bullying with their students and I had felt safe on their campus and so did my children. I want to feel that way where I work too. I want other parents to feel safe as well.

When we publish the new disciplinary chart we should highlight that suspension will not be our first course of action to our parent group and explain what we will do as first measures to correct behaviors and support our students.

A child in ANY GRADE should not bring any weapons! What happens at home we could not control. The current climate of our world and our nation, but we need to mention to the parents to keep things like sharp objects and weapons from the reach of their child. I am standing here and I am not here to blame anyone. I am highlighting we will need to educate our parents and staff very well about the changes to our policies of discipline. We need to do something different and better.

My school site has made the news multiple times already. I am embarrassed when friends email or text me articles or screenshot of social media posts about our school site. All of us need to be able to feel safe and have pride in our school site. I thank you for your time to listen to me and my sentiments.

Mr. Molina wanted to mention. I know you are speaking the truth, there are laws that we cannot share information. When we send some letters to parents and address something happened. The purpose is for clarity. Those charts are discretionary. The administrators have the charts that are to provide guidance.

Mrs. Zárate. Agreed, we love our community. I feel blessed I have worked in most of the schools, we need to start from the beginning.

- Behavior,
- Self-control.
- Teach them responsibility
- How to behave themselves and control.

Some of the students come to school with a lot of issues. I love the students, we need to make clear the separations. Parents said that in the High School the students yell at the students. We need communication with parents.

We need drug prevention since they are little. I work as one on one aide. But I helped everyone.

We are not blaming anyone, we are community. We love them, we need to teach them how to behave.

Mrs. Barnon mentioned, we educate children about sex at an early age. Why not teach them about drug prevention education. There is a need for education.

Mr. Molina, we just purchase a program for secondary.

Mrs. Clark mentioned that parent can opt out.

Mrs. Barnon: There are a lot of things. I am in the school and I see what is going on.

We get children with issues, when children are ignored they become problem. The students need to be heard.

Regarding parents, there is no excuse for bullying and parents come to school to fight. Parents, there is no excuse for bullying and parents come to the school to fight. The students are recruiting other students for fighting. This is a serious issue that has to be addressed. When the students are bullied. They should meet and resolve.

Mr. Molina. Those are best practices. We need to teach the kids.

Katy Carreon Barba: When, we as parents, in our homes, we educate our students, and we advise the school, we solicit some support for prevention, we are told that the children have to have some diagnosis.

They alert the school of the bad behavior, they would like to be able get support hand in hand with the school. Then the school needs to have a diagnosis first.

A mother mentioned. Why do we have to wait until the behavior?

Mr. Molina, when there are red flags, if you don't get support from the teachers and administrator, you could come to the district office.

It should start with the teacher, School Administrator, or here.

A mother mentioned, we came from Mexico, we had metal detectors for cases when students would bring some items such as knives. There was a zero tolerance.

Mr. Molina mentioned. I don't know, something like this it would have to go to the school board.

Someone mentioned. I am parent, when I went to PUSD, Mr. Leber was there, we had people that care about them. Students feel when someone care. My concern is for the safety of teachers, parents, students.

Kids go to preschool. When you get cussed out since you are five, then by the time you are 13 students are used to it.

It needs to be taught from Pre-K. Start teaching from Pre-K.

Our teachers are doing the best they can. This new program you talked about.

If they do not get their hands together, we need to keep this together as people, not a race.

I am afraid, when we have a 6 year old in school shooting, I am scared. If we do not start when they are small, they will start cursing at adults.

Claudia Galicia: I worked at Los Medanos before the pandemic. I was noon duty. I used to hug my son in second grade; the students need attention, love and care. I was a student in East Palo Alto. They have programs from the 49ers for the students that were acting up. I was a trouble maker in 92. I am teaching my child to respect.

Respect yourself! The students do not know what respect is!

Dr. Harris-Butler mentioned. It is about race. The black students are the less performing. At Rancho Medanos, we need someone that looks like the students. Understand that we, the community needs it also.

Meeting was adjourned at 8:00 p.m.