OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE

MEETING AGENDA

Monday, March 8, 2021, 5:00 p.m. via Zoom

ROLE OF THE COMMITTEE

One of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

CALL TO ORDER

ROLL CALL

Rob Anderson, Consuela Bennett, Sam Burnett, David Devine, Tim Drury, Janet Goodson, Brenda Harris, Joe Heijl, Irene Jimenez, Bobby Jones, Matt Kermen, Brad Lund, Maggie Marlar, Durell Siplin, Gary Thorn, Allizaha Thorn, Zinziel Vales-Bennett, Corey Willenberg and Seng Yang.

PLEDGE OF ALLEGIANCE

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *NON-AGENDA* ITEMS

At this time, the Co-Chair will invite anyone in the audience wishing to address the Board on a matter not listed on the agenda to step to the podium, state their name for the record and make their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**. The Board is prohibited by State law from taking action on any item not listed on the agenda, except under special circumstances as defined in the Government Code.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS

At this time, the Co-Chair will invite anyone in the audience wishing to address the Board on a matter that is on the agenda to state their name and the item number on which they wish to speak. When that item comes up on the agenda, the person will be asked to step to the podium, repeat their name and give their presentation. Presentations are **limited to three (3) minutes per person and fifteen (15) minutes per subject**.

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **PBIS Team Update – District (Willenberg)**
2. **PBIS Team Update – Las Plumas High School (Kermen)**
3. **PBIS Team Update – Oroville High School (Siplin)**
4. **PBIS Team Update – Prospect High School/Community Day School (Drury)**
5. **OUHSD Guiding Principles (Siplin)**

NON-ACTION INFORMATIONAL ITEMS AND REPORTS (Continued)

6. **Draft Discipline Matrix/Intervention Plan (Kermen)**
7. **Updated Status on DOJ Findings (Willenberg)**
8. **Local Control Accountability Plan (LCAP) (Willenberg)**

NEW BUSINESS

9. **Minutes from the January 20, 2021 Meeting**

ADJOURNMENT

The meeting will be adjourned to Monday, **May 3, 2021,** at 5:00 p.m. via Zoom.

OROVILLE UNION HIGH SCHOOL DISTRICT

GUIDING PRINCIPLES FOR THE SCHOOL COMMUNITY

School-Wide Positive Behavior Intervention and Support

The Oroville Union High School District is committed to providing safe classrooms and healthy environments conducive to learning and free from disruption for all students.

Every student has the right to be educated in environments that support all aspects of their well-being. Every educator has the right to teach and every employee has the right to work in an atmosphere free from disruption and obstacles that impede learning.

1. RESPECT

I treat others the way I want to be treated
I respect laws, rules, and school authority
I treat people fairly and respect their rights
I respect private and public property

2. RESPONSIBILITY

I take responsibility for my actions
I choose how I respond to others
I return what I borrow

3. APPRECIATION OF DIFFERENCES

I look for the good in others
I respect each person's right to be different
I see cultural diversity as an opportunity for learning

4. HONESTY

I am honest with myself and others
I act with integrity
I avoid spreading rumors or gossip

5. SAFETY

I engage in safe activities
I keep my body and mind healthy
I choose only those things that are really good for me

6. LIFE-LONG LEARNING

I come to school prepared to learn
I give my best in everything I do
I am open and alert to solutions

When you model the Guiding Principles for the School Community,

you

- Treat others with respect
- Find peaceful solutions
- Listen to each other
- Are drug free
- Keep our school clean
- Have healthy friendships
- Produce your own work
- Maintain honesty and integrity
- Show empathy and compassion
- Defend others' rights
- Appreciate differences
- Respect the property of others
- Engage in safe activities

And

you

don't tolerate:

- Bullying and intimidation
- Weapons
- Fights, threats, and violence
- Drug possession and sale
- Graffiti and vandalism
- Gang activity
- Cheating and plagiarism
- Forgery and falsification
- Sexual harassment and assault
- Blackmail and extortion
- Prejudice and hate crimes
- Robbery and stealing
- Fireworks and firecrackers

#3

OUHSD Statement of Guiding Principles

The District's goal is to ensure that all students are provided with schools that are safe, positive and have an environment that is conducive to learning for all students. The District is committed to non-discrimination in discipline practices and treating all students fairly and equitably without regard to race, color, ancestry, nationality, immigration status, age, ethnicity, religion, parental or pregnancy status, marital status, medical information, mental or physical disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status or association with a person or group with one or more of these actual or perceived characteristics. The District will take effective and prompt steps to prevent, eliminate, and remedy the effects of harassment on students based on any protected characteristic or category.

It is critical that students learn appropriate behavior, and that it is reinforced when necessary, so they are engaged in the education program rather than the disciplinary system. Therefore, to the maximum extent possible, and permitted and consistent with the law, the District will use student discipline policies that equitably implement research-based alternatives to exclusion; and will only use exclusionary discipline as a last resort.

The referral of students from the classroom environment for misbehavior should be avoided. To the fullest extent possible, staff shall use tiered interventions that keep students in school and participating in the instructional program.

A student will not be suspended for tardiness or truancy.

Suspension, including supervised suspension, shall be imposed only when other means of correction fail to bring about proper conduct. Other means of correction will be documented to help students learn appropriate behavior and ensure equitable implementation of research-based alternatives.

If the students commits one of the serious offenses listed at 48900, subdivisions (a), (b), (c), (d), or (e), or the pupil's presence causes a danger to person, suspension may be imposed upon a first offense.

Oroville Union High School District Progressive Intervention Policy

In order to ensure that an effective learning environment is created, progressive intervention procedures need to be followed and documented. Please use the following protocol in your discipline practice to guarantee that our students receive a fair opportunity to be successful and that as a school we follow a consistent discipline plan.

Level I (Teacher/Staff)

No books or materials	Profanity	Out of seat	Eating in Class
Talking	No work/Off task	Attendance	Cheating
Lack of attention	Sleeping in class	Dress code	Horseplay
No P.E clothes	Electronic devices	Defiance	Other…

Teacher Intervention (Please Take these measures before sending to the counselor)

1. Redirect to positive opposite 2. Counsel Student 3. Change seat
4. Phone Call Home/Parent conference 5. Parent sits in class 6. Behavior Contract
*Use Aeries to Document Measures Taken

Level II (Counselor)

All continuous Level I problems not resolved by the classroom teacher.

Counselor Intervention (Please take these measures before sending to an Assistant Principal)

1. Counsel student 2. Contact Parent 3. Parent Conference
4. Daily Attendance Check 5. Restorative Practice Agreement 6. Referral to Lunch Detention 7. Referral to SST
*Use Aeries to Document Measures Taken

Level III (Assistant Principal)

All continuous Phase II problems not resolved by the Counselor, in addition to the following and any other reasons for suspension and expulsion per California Education Code. Any students that violate California law are subject to arrest or being cited by Law Enforcement.

Fighting	Weapons & dangerous objects	Setting Off False Alarms	Drugs/Alcohol
Defiance	Terrorist Threats	Harassment/Bullying	Profanity
Smoking	Stealing/Robbery/Extortion	Chronic Truancy	Pornography
Vandalism	Violence	School Disruption	Other

Assistant Principal's Role. This is the final phase. The Assistant Principal based on previous interventions will attempt to resolve the incident or apply consequences according to the type of misconduct.

Students who continue to defy school rules may receive consequences, be suspended and/or expelled from High School or the Oroville Union High School District. Teachers are encouraged to discuss any intervention action with the student's counselor, or an administrator. Our goal is to prevent student misconduct and correct student behavior through School Wide Culturally Responsive Positive Behavior Interventions and Supports in order to enable them to be successful and productive members of our society.

OROVILLE UNION HIGH SCHOOL DISTRICT
SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE
January 11, 2021

MINUTES

CALL TO ORDER

Superintendent Willenberg called the meeting to order at 5:05 p.m. on Monday, January 21, 2021, via Zoom.

ROLL CALL

Committee Members Present: Rob Anderson, Consuela Bennett, Sam Burnett, David Devine, Tim Drury, Janet Goodson, Brenda Harris, Joe Heijl, Bobby Jones, Matt Kermen, Brad Lund, Durell Siplin, Zinziel Vales-Bennett, Corey Willenberg and Seng Yang.

PLEDGE OF ALLEGIANCE

NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Introduction of Co-Chairs**
   Dr. Willenberg introduced Tim Drury, Continuation School Principals, Matt Kermen, LPHS Assistant Principal, and Durell Siplin, OHS Assistant Principal.

2. **Role of the Supportive School Climate Committee**
   Dr. Willenberg stated that one of the requirements of the stipulated agreement with the Department of Justice is to establish a Supportive School Climate Advisory Committee consisting of parents, students and staff who are representative of the diverse students attending District schools and members of community organizations and non-profit organizations who work with and provide supports to students and parents in the area to provide suggestions on improvements to the District's discipline policies, procedures, and practices, the terms and implementation of substantive provisions in this Judgment, and communications with parents, students, and the community regarding the same.

3. **Group Norms**
   Dr. Willenberg stated that the group norms that the committee will follow are: our meetings will begin and end on time; we will listen to each other and not interrupt; we will make sure everyone has had a chance to speak; we will support our facilitator's efforts to moderate discussions; we will avoid ethnic or gender-based humor; and we will speak respectfully to each other.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *NON-AGENDA* ITEMS (None)
Although the audience (non-committee members) was given a chance to speak, nobody requested to, but they were still allowed to ask questions throughout the meeting.

RECOGNITION OF INDIVIDUALS WHO WISH TO SPEAK ON *AGENDA* ITEMS (None)
Although the audience (non-committee members) was given a chance to speak, nobody requested to, but they were still allowed to ask questions throughout the meeting.

NEW BUSINESS

4. **Department of Justice (DOJ) Findings**
   Dr. Willenberg shared his screen to show the findings document. The DOJ did their investigation by interviewing, students, parents, staff, and community members. They came up with 50 findings that need to be addressed/monitored over the next five years. The District has already revised some of its board policies and administrative regulations, administration has reviewed the suspension and expulsion data, and staff has received training in Positive Behavior Intervention and Supports (PBIS), culturally and linguistically teaching and learning and restorative justice. The District also entered into

a contract with Dr. Ramiro Rubalcaba, a mutually agreed upon Monitor. Dr. Rubalcaba will provide up to ten days of site visits and technical support that includes but is not limited to review, coaching, professional development, qualitative and quantitative data analysis and other consulting services on school climate, culture, and equity improvements. He meets with Dr. Rubalcaba weekly to review documents and discuss our progress. He will also provide training this spring. We are no longer offering the In School Suspension (ISS) program. DOJ determined that we did not have enough counseling and other supports for students in that program. We were unable to revamp the program this year to meet student needs as well as COVID disrupting everything. Saturday School is also not being offered this year. Administration is using a classroom walkthrough form to document what they are seeing. Mrs. Goodson asked if the trainers reflect the diversity of our student population. Dr. Willenberg responded that the trainers are very diverse and are also approved by the Monitor and DOJ. A daily advisory period was built into student schedules this year, which allows teachers to check in with students. They are also given social and emotional learning support during this time and teachers can refer students in need to our Social Workers. We recently contracted with a public relations firm who is helping us with our social media presence and increasing communication with the community. The DOJ is currently reviewing our process to transfer students to Prospect High School (PHS) or Community Day School (CDS). We currently do not have any students enrolled at CDS. We are reassessing how students work their way through the discipline levels to get in and out of PHS and CDS. The stipulated agreement is between OUHSD and the Attorney General's office. It has been filed in Butte County Superior Court. Mrs. Goodson asked how information is being disseminated to parents on policy changes. Dr. Willenberg responded that the district uses and auto dialer system as well as posting messages on the district website and social media.

5. **Draft of Guiding Principles for the School Community**

Dr. Willenberg stated that the District is committed to providing safe classrooms and healthy environments conducive to learning and free from disruption for all students. Every student has the right to be educated in environments that support all aspects of their well-being. Every educator has the right to teach and every employee has the right to work in an atmosphere free from disruptions and obstacles that impede learning. The District's guiding principles include: 1) respect; 2) responsibility; 3) appreciation of differences; 4) honesty; 5) safety and 6) life-long learning. Mrs. Goodson stated that she works directly with parents and has found that many do not use technology. How else can information be distributed? Dr. Willenberg responded that many people choose not to listen to the automated dialer messages. We are making a big effort to improve our social media presence. Eddie McAllister (audience member) asked if the district has a Safety Plan. Dr. Willenberg responded that all districts are required to have a Safety Plan, which must be approved annually in March. The DOJ hasn't approved our Discipline Plan yet. We have not suspended or expelled any students since COVID hit last March. Mr. Goodson clarified that parents are notified about things going on at school by the district website and automated dialer. He asked if we've looked at how to improve our communication. Mr. Siplin stated that staff is committed to improving communication. They are also working on identifying and understanding implicit bias and respecting cultural differences when dealing with families.

6. **Review OUHSD Student Data**

All handouts discussed are attached to these minutes. Dr. Willenberg stated that the data DOJ reviewed was from 2016/2017, in which we were mistakenly over reporting discipline data to the State.

#1 -CBEDS enrollment by race for the past three years - the data hasn't varied much from year to year. Currently, the district race breakdown is 12.7% Asian, 4.1% African American, 21.9% Hispanic, 3.5% Multiple (more than one race), 7.8% Native American, 0.5% Filipino, 0.4% Pacific Islander, 48.1% White and 0.9% of those who declined to state their race. Current City of Oroville data shows the community population breakdown as 64% White, 4.3% African American, 1.9% American Indian, 8.9% Asian and 13.6% Hispanic.

#2 – District attendance by race for the past three years - this data doesn't usually vary much between the years either but distance learning this year has resulted in some lower rates. Currently, the attendance rate by race is 97.05% Asian, 89.89% African American, 93.27% Hispanic, 94.46% Multiple, 90.21% Native American, 99.25% Pacific Islander, and 92.02% White. Districts are funded

on attendance; not the number of students who are enrolled. The Bear Fire also displaced some students this year. Fortunately, due to technology, they were able to do distance learning from wherever they were temporarily housed. The schools have done a great job of following up on students with poor attendance. Students at LPHS and OHS receive a full-day of attendance for only attending one period. Truancy letters are sent home to parents whose student has missed a certain amount of days or a combination of periods. Staff has done a great job of doing home visits to check on students as well as getting food and other resources to those who need it. Mrs. Goodson asked how attending one period and getting a full day of attendance is fair. Dr. Willenberg responded that he wants all students in school all six periods. However, this is how the State has set it up. Mr. Drury stated that if a student only chooses to show up for one period, it doesn't stop staff from tracking them down to get them reengaged in school. Our goal is to find the root of the problem and help solve it. Dr. Willenberg discussed the district's Student Attendance and Achievement Review Team (SAART) program. Students who are truant, have received truancy letters, who may or may not have signed a truancy contract but are still having attendance or truancy issues, or those with credit deficiency issues are invited to attend a monthly SAART meeting with their parent/guardian. Also in attendance is their counselor and/or Assistant Principal, district administration, School Social Workers, and community organizations, such as the African American Family and Cultural Center (AAFCC) and Boys and Girls Club. The committee reviews the reasons why the student is being unsuccessful and offers help to resolve the issues. Changes can include help from their counselor by doing a class change or helping them talk to their teacher about how to get caught up, referrals to county agencies, providing clothing and school supplies, and homework help through our participating community organizations. The community organizations have also helped us reach out to families.

#3 – 8th Grade Non Graduates – Dr. Willenberg stated that there are nine feeder schools whose students matriculate to our district. They promote students to high school due to their age, regardless of whether they were able to graduate from 8th grade. We do the best we can to provide them with extra support in order for them to get back on track and earn a high school diploma. In 2017/2018, we received 66 non-grads. In 2018/2019, we received 53 non-grads. In 2019/2020, we received 42 non grads. We didn't receive numbers for this year due to schools closing down in March because of COVID. All of the 8th graders were passed onto us. Mrs. Goodson asked the parents at the meeting if they could share any insight. Nobody responded. Mrs. Goodson asked if BCOE offers tutorial support after school. Dr. Willenberg responded that they do not provide tutoring for high school students. Pre-COVID, the district provided after school help in English and math. Students can also go to our community organizations for tutoring and homework help.

#4 – Suspensions and Expulsions – Dr. Willenberg discussed the number of students at each school who received home suspensions, in school suspensions, or were expelled. The numbers have been decreasing over the past few years. Mrs. Dosu (audience member) asked if the district has considered bringing in consultants. Dr. Willenberg responded that the district is working with many consultants to resolve the findings. Ms. Blaney (District Executive Assistant) stated that the numbers for PHS can be misleading as the students who attended LPHS or OHS earlier in the year also show up on the PHS numbers.

#5 – Interventions by Race – Dr. Willenberg discussed the interventions done during the 2019/2020 school year. Interventions included home visits, homework hall (OHS only), SAART, Saturday School and Truancy Contract Meetings. Many students made up absences by attending Saturday School. Most of these interventions are not being done this year due to COVID. However, the schools have done far more home visits than usual.

7. Review Staff Demographics by Race

Current Staff by Site and Race – Dr. Willenberg discussed the number of staff at each site by race. These numbers are also reported to the State. Our staff is made up of a large majority of whites. We are working toward a more diverse staff but the majority of our applicants are also white. We hire the most qualified people to work with our students. Most of our staff have many years of longevity in the district due to our salary schedules and health and welfare benefits. We haven't had to lay anyone off in the past few years. Mrs. Goodson asked how jobs are advertised and if the district has considered signing bonuses to attract more applicants. Dr. Willenberg responded that all jobs are posted on Edjoin, which is widely known by educators. Many classified jobs are also posted on Indeed.com.

We also have a direct connection with CSU, Chico and have been able to hire several teachers who either student taught for us or co-taught for us through the RISE program, which sadly is no longer available to us. We have also attended job fairs. Any signing bonuses would have to be approved by the board and OSTA (teacher's union). Mrs. Goodson asked if there is a recruiting plan. Dr. Willenberg responded that the district is currently working on an Employee Recruitment and Retention Plan.

8. **Reworking Discipline Practices**
   Dr. Willenberg gave an overview of restorative practices, PBIS and culturally responsive teaching and learning. He stated that professional development funds are being spent to train staff on PBIS, restorative justice and cultural sensitivity. Mrs. Goodson stated that the foundation needs to start with stigmas, stereotypes and engaging with students with different diversities. Mr. Siplin responded that those items are included in the training staff has been receiving. Mrs. Goodson stated that it would ideally be better to have a more diverse staff.

9. **2019/2020 Local Control Accountability Plan (LCAP)**
   Dr. Willenberg stated that the LCAP documents how funds are spent. The district's three goals are: 1) Quality educational experiences for all students; 2) Safe and nurturing environment for all students; and 3) Prepare students to be critical thinkers in the 21st century. The district receives additional funding for foster students, English Learners and those who are low income. The district has 2300 students and 260 staff members. LCAP was suspended this year due to COVID. The district has held LCAP parent meetings in the past at the AAFCC. We will advertising upcoming stakeholder meetings through the automated dialer, website messages, on social media, and through our community agencies.

10. **20/21 Meeting Schedule**
    Dr. Willenberg reminded the committee that the next meetings are scheduled for March 11th and May 3rd at 5:00 p.m. via Zoom.

ADJOURNMENT

On a motion by Mr. Devine, seconded by Mrs. Goodson, the meeting adjourned at 6:34 p.m.

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Dr. Corey Willenberg, Superintendent