**OROVILLE UNION HIGH SCHOOL DISTRICT**
**SUPPORTIVE SCHOOL CLIMATE ADVISORY COMMITTEE**
**November 1, 2021**

**MINUTES**

## CALL TO ORDER

Superintendent Willenberg called the meeting to order at 5:04 p.m. on Monday, November 1, 2021, via Zoom.

## ROLL CALL

Committee Members Present: Sandra Barnes, David Devine, Tim Drury, Keely Frazier, Janet Goodson, Joe Hejl, Irene Jimenez, Bobby Jones, Matt Kermen, Brad Lund, Shane Overstreet, Durell Siplin, Lisa Torres, and Corey Willenberg.

Committee Members Absent: Rob Anderson, Consuela Bennett, Diana Castillo, Joanna Dolores, Johnny Holmes, Makayla Jones, Zinziel Vales-Bennett and Seng Yang.

Guests: Lamar Collins (LPHS Principal), David Goodson (community member), Kevin Simas (Director of Education) and Cristi Tellechea (OHS Principal) and Ray Sehorn (board member)

## PLEDGE OF ALLEGIANCE

## NON-ACTION INFORMATIONAL ITEMS AND REPORTS

1. **Introduction of Co-Chairs and Committee Members**
   Dr. Willenberg introduced co-chairs Mr. Drury, Mr. Kermen and Mr. Siplin as well as the committee members in attendance.

2. **Role of the Supportive School Climate Advisory 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.

4. **Guiding Principles for the School Community**
   Dr. Willenberg discussed the Guiding Principles that were created last year: 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.

5. **Progressive Intervention Policy**
   Dr. Willenberg stated that the Progressive Intervention Policy was created last year and is approved by the school sites, Board of Trustees and the Department of Justice. The policy is designed to provide safe classrooms and healthy learning environments. Each level places an emphasis on being Safe, Respectful, and Responsible. Please use the following protocol to ensure that your students receive a fair opportunity to

be successful and that as a school we follow a consistent Intervention Plan. Intervention procedures will be documented and additional interventions not listed may be utilized as well.

**6. 21/22 Meeting Schedule**

Dr. Willenberg stated that additional meetings are scheduled for January 31st and May 16th at 5:00 p.m. via Zoom.

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

Mrs. Goodson asked about the diversity of the group. Dr. Willenberg responded that the committee is very diverse. The schools have purposely involved students with different backgrounds to participate.

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

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.

**7. Overview of the School Year – LPHS, OHS and PHS**

**LPHS**

Mr. Kermen thanked the committee members for their participation. He stated that Dr. Collins has been a great leader and colleague and is a breath of fresh air for the school. He is very visible on campus and wants what is best for kids at all times. Aaliyah Lee has been a great student representative on campus. They created a CR-PBIS video to show examples of proper student behavior at school, which will be posted on their website tomorrow. Their site CR-PBIS group meets once or twice per month and Dr. Collins discusses PBIS at every faculty meeting. Respect Contracts have been posted in every classroom and are referred to frequently. They are always finding ways to connect with students via a culture that they understand. Teachers give students T-Bird Bucks for being safe, responsible and respectful. Students turn in these Bucks for monthly drawings of some great prizes, like gift cards, Bluetooth speakers, VIP parking passes, graphing calculators and more. They can also "purchase" smaller items, like water bottles. They are currently working on prizes for the November drawing. Dr. Willenberg commented that donations are always being sought and accepted if any committee member knows of a business that might be interested. Mrs. Frazier stated that the number of T-Bird Bucks given out doubled in October.

August discipline data: there were 470 interventions (counseling, notes, conflict resolution, changing seats, parent student conferences, etc.). There were 306 phone calls/email/texts sent to parents/guardians re: attendance, grades, office hours, credit recovery, progress reports, etc.). They did five home visits, three Tier 2 (counselors/social workers) Intervention referrals, no teacher or admin suspensions and 12 Tier 3 (admin) interventions. They had four Tier 3 interventions for vaping: two White males (10th), one Hispanic male (10th) and one White female (11th). They had eight students on a Structured Day for physical altercations: one Native American male (9th), two Native American females (9th), one African American male (9th), two White females (9th and 11th) and two Hispanic females (9th and 11th).

September discipline data: The campus was becoming unsafe. We are using multiple forms of intervention before suspending. They are using Structured Day to keep kids are school. Students hate giving up their free time and cell phones. Our freshmen aren't used to being on campus. We are working through the tension. Many students are addicted to vaping and interventions aren't helping. The older students are becoming tired of the younger student's behavior. Mrs. Jimenez asked if student can be referred to Tribal Health. Mr. Kermen responded that they are absolutely open to more resources. Mrs. Barnes asked how this year's data compares to last year. Dr. Willenberg responded that it would be better to compare the data to 19/20 due to distance learning last year. He is working on attendance, discipline and other data for the DOJ that will be completed and released to the public in January. Mrs. Barnes asked if older students could mentor younger students. Mr. Kermen responded that they have discussed doing this in small groups but it would require training. It could be planned for the future. Mr. Overstreet asked how often LPHS has a Social Worker on campus. Mr. Kermen responded that they have a Social Worker on campus daily as well as a Targeted Case Manager, who are both very involved. They also have a Wellness Center for support. There were 956 interventions, 345 phone calls/emails/texts, six home visits, 11 Tier 2 intervention referrals and zero teacher suspensions. There were 17 admin suspensions: use of force or violence: two White males (10th) and one Native American female (9th). Inflicted or threatened physical harm: four White males (9th x2, 10th, 11th), one White female (10th), one Native American male (9th), one Native American female (10th), and one Hispanic male (11th). Possessed dangerous object: one White male (9th). Three disrupted

or defied school staff: one Native American female (10th), one White male (10th) and one Hispanic male (9th). One caused damage to school property: White male (9th). One possessed/used tobacco: white male (10th). One possessed drugs/alcohol: Hispanic female (12th). 27 Tier 3 interventions: 18 vaping: White males (9th x 6, 10th x 2, 11th), White females (9th x 2, 10th x 3), two Hispanic males (9th, 10th), one African American male (9th), two Native American males (9th, 10th), one multi-race female (9th). Three students on Structured Day for physical altercations: one African American male (12th), one White male (10th) and one Hispanic female (10th). Three under the influence: two White males (9th) and one Native American male (9th). Four attendance related: two White males (10th), one White female (9th) and one Native American male (10th).

October discipline data (as of 10/29): 1328 interventions, 366 phone calls/emails/texts, 11 home visits, 14 Tier 2 intervention referrals and one teacher suspension. Seven admin suspensions: inflicted or threatened physical harm: one Hispanic male (11th). One possessed dangerous objects: White male (9th). Three disrupted or defied school staff: one Asian female (10th), one White female (9th) and one Hispanic male (10th), possessed drugs of alcohol: one African American male (9th). Profanity/vulgarity: one Native American female (9th). 46 Tier 3 interventions: 13 vaping: 6 White Males (9th x 3, 10th x 2, 11th), four White females (9th, 10th x 2, 12th), one Native American male (9th), one Asian female (10th), and one Hispanic female (12th). 33 Structured Day: five physical altercations: two Hispanic males (10th), one Hispanic female (11th), two White males (10th). Seven vaping: five White males (9th x 2, 10th x 2, 11th), two Hispanic males (9th, 10th). Seven under the influence/in possession of marijuana: one White male (11th), three White females (9th, 10th x 2), one Hispanic male (10th), one Asian female (10th) and one multi-race female (11th). Four Tier 3 Interventions: two White males (9th) and two Native American females (9th). Ten attendance related: 6 White males (9th x 3, 10th x 3), one White female (10th), one African American male (9th), one Asian female (10th), and one Hispanic female (11th).

**OHS**

Mr. Siplin reported that OHS students earn Tiger Bucks, which can be put into monthly drawings for prizes like gift cards, a Nintendo Switch, digital camera and more. Students are surveyed on the kinds of prizes they'd like and Mrs. Castillo reaches out to organizations to gather them. He stated that their August and September data is in the agenda packet. They had 990 interventions in October: Level 1 (teacher): 193 phone calls/texts, 180 emails, 407 interventions notes, 37 redirected to positive, 160 students counseled, 12 conflict resolutions and one changing of a seat in class. Level 2 (Counselor/Social Worker): six home visits (they would like to do many more), 182 meetings with a Counselor, 12 Brief Intervention Counseling and 12 conflict resolutions. 112 Tier 3 (admin) interventions, including 15 suspensions: physical altercation (Structured Day) (12th, 11th, 10th x 2 and 9th x 4): four White males, one Hispanic male, one African American male, and one White female. Three physical altercations resulting in home suspension (12th, 10th, 9th): one White male, one Hmong male and one White female. Eleven under the influence/possession (Brief Intervention w/ Counselor) (11th, 10th x 7 and 9th x 3): two White males, 2 Native American males, one African American male and six White females. Twenty-one tobacco/vaping use/ possession (warnings) (12th, 11th x 6, 10th x 5 and 9th x 9): 14 White males, one Native American males and five White females. Other offenses include nineteen lunch referrals, three instances of profanity, two disruptions, seven bus referrals, three imitation firearms, and two sexual harassment. Structured Day is a challenge for staff to manage and isn't as effective with younger students. Depending on the severity of a fight, a student may get a Structured Day or home suspension. Vape pens are like candy on their campus, are more often used by boys and are mostly used in the bathrooms. He and Mrs. Tellechea do a lot of counseling and conflict resolutions. Students can also get a lunchtime intervention so admin can talk to them about being safe, responsible and respectful. Mrs. Barnes asked if students are still allowed to eat. Mr. Siplin responded that they pick up their lunch before coming to the office. Mrs. Goodson asked about the suspension for profanity. Mr. Siplin responded that it is only used in an extreme circumstance. Mrs. Torres asked how the August/September data compares to October and how they handle the Structured Day. Mr. Siplin responded that they saw three times the amount of Tier 3 interventions between September and October. The Structured Day takes a village. It's not easy but they are making it work. Some employees may have two or three students to escort at the same time. Mrs. Torres asked if it seems to be making a difference. Mr. Siplin responded that it's making a change with some students as they don't like to lose their privileges. The 9th and 10th graders are keeping them busy. Mrs. Tellechea commented that they've had parents thank them for using Structured Day rather than home suspension. Keeping students on campus gives them multiple levels of support. Students are given the opportunity to understand what they need to do to get back on track. Mrs. Torres thanked admin for what they do to keep kids in school. Some students are feeling frustration from being left behind. Mr. Siplin responded that everything they do is always for the kids.

Mrs. Goodson applauded staff for their efforts and feels parents can also be part of the solution. She asked about the possibility of having parents on campus to help. Mr. Siplin responded that they need to get students moving toward being safe, responsible and respectful before involving parents as the students could be combative. Dr. Collins thought that the presentations tonight were great. The only true way to see what is going on at the campuses is to visit. Some of the students just don't care and are so disruptive that the teachers can't teach. Some parents want kids to be on a Structured Day every day as they seem to be more successful. Some of these students tend to get other students to leave campus with them. They need a more restrictive environment. Mr. Overstreet stated students also need to be treated respectfully by adults because how they feel is also important. Some students feel like they are talked down to. They are human too. Mrs. Barnes asked about the more restrictive environment that Dr. Collins referred to. Dr. Willenberg responded that the problem with starting another program is the inability to hire staff. We still have teacher vacancies at two of our schools.

**PHS**

Mr. Drury stated that students generally attend PHS due to credit deficiency, not being comfortable on the larger campuses or just wanting something different. They have new General Construction, Building Trades and Outdoor Education classes this year, which makes them unique. Mr. Lund does a great job implementing CR-PBIS and coordinating their monthly drawings for prizes. Their students also earn PBIS Bucks to enter drawings for prizes donated by the community. Students are also rewarded for attendance, honor roll, being Student of the Block and more. Some of their students need a lot of help. They have a Wellness Center setup this year to provide extra support. They have a lot of great kids and staff. Follow them on social media or check out their website to see the great things going on. He is still compiling October data. They currently have eight teachers and 100 students on campus. They are doing more intervention than time allows them to record, which makes it hard to do a deep dive into data. Mr. Goodson asked about the high number of offenses in the Native American group. Is this one student with multiple interactions or multiple students? Mr. Drury responded that it's one student. Entries can be made from teachers as well as their Social Worker and Targeted Case Manager. Lastly, Mr. Drury reported on AB 104, whereby the State allowed last year's and this year's seniors to graduate with fewer credits due to COVID. This allowed some students to return to the LPHS and OHS campuses.

## NEW BUSINESS

### 8. Approval of Minutes from the May 3, 2021 Meeting

On a motion by Mrs. Goodson, seconded by Mrs. Torres, the minutes were unanimously approved as presented.

## ADJOURNMENT

On a motion by Mr. Kermen, seconded by Mr. Siplin, the meeting adjourned at 6:34 p.m.

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Dr. Corey Willenberg, Superintendent