

**Pittsburg Unified School District
DELAC Meeting,
December 11, 2017**

Foothill: Martha Rodríguez, María Magallón,
Julio Rodelo, Aidee Cisneros

Heights: Virginia Martínez, Martha Torres,
Jessica Estrella

Highlands: María Rosales

Los Medanos: Evelyn Costacurta, Dulce
Bernal

Parkside: Bernarda Sánchez, Alicia Cuevas,
Veronica Olivares

Willow Cove: Mirtha Rivas, Fabiola Villa, Rosa
Vela, Silvia Portillo, Miguel Alvarado, Yaneth
Samperio

Stoneman: Martha Carabantes,
Cecilia González

Marina Vista: Laura Rodríguez

Hillview: Martha Rodríguez,
María Rosales,

Rancho Medanos: Mirtha Rivas, Fabiola Villa,
Rosa Varela, Dora Rodríguez

MLK, Jr JH: María Zárata, Catalina Cruz,
Veronica Olivares, Laura Rodríguez

PHS: María Rosales, Fabiola Villa, María
Zárata, María Magallón, Julio Rodelo, Martha
Torres

Ed Services: Sandra Guardado,
Lorena Asdourian, Maria Gomez

Student Services: Dr. ReJois Frazier-Myers

Restorative Justice. Dr. Frazier-Myers gave a presentation to explain Restorative Justice. She talked about positive behavior expectations and the 3 B's that are taught and used throughout the schools in our district: **Be Safe, Be respectful and Be responsible.** The schools invest time to teach these expectations to our students.

Our goal is to address the student behavior by helping the student's identify and acknowledge what they did wrong and how their behavior impacted others. She emphasized that it is important to talk to students about their actions when we see inappropriate behavior. We must talk to students in a calm and soft manner and review the situation with them and ask what is happening.

Dr. Frazier-Myers explained that when she goes to schools she talks to students. She works with them to get them to understand to recognize the inappropriate behavior. She acknowledged that sometimes they do not want to talk or recognize what they did wrong or are unwilling to take responsibility for the behavior. With those students she continues to talk to them and eventually she gets them to interact with her and talk to her about the behavior. She talks to them and sometimes gives them choices in how they can correct their own behavior and has the students demonstrate the correct action. She works with the students to identify the problem and the appropriate consequences for the behavior. She explained that often the students identify harsher consequences to their own behavior. This demonstrates that the students understand what they did wrong.

She gave more examples of inappropriate behaviors to demonstrate to the parents how to have a calm conversation with their student to get them to recognize what they did wrong and the negative impact it had on others and continued with the presentation.

She presented the goals of Restorative Discipline. She explained that restorative justice aims to; address the needs of those harmed, works to right the harm, improve the future, seeks to heal.

She explained that these three components are needed to implement the restorative model:

- Restoration – Restore Rules, Restore Environment
- Interventions needed, reteach rules,

Dr. Frazier-Myers gave a number of examples for the parents to understand how to use this model at home. She explained that it is important for the parents to remain calm and not to raise their voice and automatically yell to their child and ask, why did you do that? Rather they need to have a conversation with their child to help them understand the incorrect/inappropriate behavior and the impact/harm it had on others. Then the goal should be to have them explain the correct behavior and jointly identify an adequate consequence.

She stated that the steps of restorative justice are useful, they work and they can be used at school and at home. She explained how she has applied those steps in her own life and at home with her children and grandchildren. She explained that screaming does not work. She encouraged parents to talk instead of yell and to have conversations about the behavior and the harm they caused. She reminded them to focus on having them identify the correct consequence rather than look at it as punishment. She stressed the fact that children do not learn by being punished; they learn when they understand how their behavior negatively impacts others and identify the way to make it right. She thanked everyone for inviting her to be part of the meeting and for their attention.

Introductions. Mrs. María Rosales, our president introduced herself and asked everyone to introduce themselves by stating their name and identifying the school they had children attending.

Approval of Minutes. Mrs. Dulce Bernal made the first motion to approve the minutes and it was seconded by Mrs. María Zárate. Everyone agreed to approve the minutes.

How to ask for support. (Academic/emotional) Mrs. Sandra Guardado mentioned that in the last two meetings there were questions regarding how to request additional academic or emotional support for their children. Mrs. Guardado created a guide to help parents understand how to ask for additional support.

Mrs. Guardado emphasized the fact that the conversation needs to start with the classroom teacher. The teachers can help them understand how their student is doing in the classroom both academically and behaviorally/emotionally/socially.

Mrs. Guardado went over the information outlined on the guide she created for parents to ask for support.

1. Request a meeting with your child's teacher
 - a. Ask to see your child's work
 - b. Ask how student is achieving in class in comparison to other students
 - c. Ask about additional support available (after school program, counseling...)
 - d. Ask what you can do to help your child at home (programs, strategies, routines)

2. Request a meeting with the Vice Principal (for K-5)
Request a meeting with your child's academic counselor (for 6-12)
 - a. Ask about additional support programs available
 - b. Ask about what interventions have been put in place to provide additional support

3. Request a meeting with the Vice Principal and teacher(s) (for 6-12)
 - a. Ask about what supports can be put in place for your child

4. Request to set up an SST (Student Success/Study Team)
(Usually made up of parent, student, teacher, administrator, and support personnel/counselor)
 - a. Discuss your child's progress and share your concerns
 - b. Discuss what interventions have been put in place and the results and identify the next steps
 - c. Identify the reason for the lack of progress or student's needs
 - d. Create and establish a plan that helps meet the needs of your student

5. An SST (Student Success Team) can do the following:
 - a. Attempts to identify the cause/reason for concern and sets up an intervention plan to be followed by school personnel
 - b. The team may decide to request a 504 evaluation (for medical conditions, 504 plan allows for accommodations/modifications)
 - c. If the team believes that the student could have a specific learning disability, they may recommend a formal special education evaluation

6. If as a parent you do not agree with the recommendations of the SST team, you still have the right to request a formal special education evaluation. You can submit your request in writing to the school.

7. If your child is diagnosed with a medical condition (diabetes, allergic reactions, migraines, ADD/ADHD) that impacts their ability to access their education, you can submit a copy of the medical note/diagnosis and request a meeting with the Vice Principal/Assistant Principal to create a 504 plan

A member asked if the SST is a legal document like an IEP or 504. Mrs. Guardado mentioned that it is different than an IEP. She explained that this is a meeting to start the formal conversation with a team to start putting in place interventions to address the identified concerns. An SST plan outlines the interventions the school/teacher will follow to monitor student progress. Mrs. Guardado explained that 504 plans are put in place for students who have a medical diagnosis/condition that limits their ability to access the curriculum or educational opportunities. The goal of the 504 plan is to provide the student with the accommodations or modifications needed to allow the student to fully access the general curriculum/educational program. Once, a 504 plan is put in place an annual meeting is held to review the plan to ensure that the students has all the supports in place to help them access the educational program.

A member asked if a student could have both an IEP and a 504 plan. Mrs. Guardado explained that only one plan is put in place to address the needs of the student based on what supports are needed and whether the student qualifies for an IEP plan since an evaluation is needed. Another member asked, if a student previously had an IEP and was exited but the student is now struggling can they be given a 504 or be placed back on an IEP? Mrs. Guardado explained that another team meeting would need to take place to identify how to best support the student.

Mrs. Guardado emphasized that it is important for the parents to grant the school some time to put interventions in place and see if they are working and helping the student make progress. If the interventions do not show progress, the conversation needs to continue and parents have the right to ask for additional support.

Mrs. Dulce Bernal asked who attends the SSTs. Mrs. Guardado stated that in order for an SST to take place a parent, administrator and teacher must be present. She also mentioned that in the upper grades sometimes the students attend, as well as, other school support staff/personnel (counselors, psychologists, behaviorists).

Mrs. Guardado explained that the school is going to try to do all they can to help address the needs of each student and put the right plan in place based on their specific needs. She mentioned that if they have a student who has a medical conditional (diabetes, allergic reactions, migraines, ADD/ADHD) that makes it difficult for their student to access their education or it impacts their daily life, they need to get a doctor's note and submit it to the office so that they can help them put a plan (SST or 504) in place. The goal is to help the student have access to the educational program.

A couple of members made comments regarding the different teaching styles and how sometimes that impacts how well the students perform. Teachers sometimes struggle in being able to explain things differently in a way to help their students understand the material. Members asked if there was anything that could be done to help teachers know how to best support their students who might have additional needs or might benefit from additional support. Mrs. Guardado explained that the district works with teachers and provided professional development opportunities for them to learn and become familiar with how to support their students. She stated that January 8, 2018 would be a professional development day for teachers and the day would be focused on how to meet the needs of all of our students.

Mrs. Guardado distributed additional information with resources our county offers along with information that is included on the student handbook regarding the different programs available in the district.

- Central Contra Costa County Resource Guide
- Contra Costa County Parenting Guide
- Alternative schools and Programs, Special Education, ELD Program, District's Dual Obligation, Pupils with Disabilities, Section 504 of Rehabilitation Act, Title IX – Complaint Procedures from pages 14-17 on The Student Rights and Responsibilities Handbook from PUSD is given to the parents every year.

Mrs. Guardado reassured the members that there are a lot of resources available to help meet the needs of the students. She encouraged them to start by having a conversation with their student's teacher. She reminded them of the importance of integrating daily practice at home of reading and math facts. She emphasized that all parents can help their student experience more academic success by helping them read and review their math facts at home.

Uniform Complaint Procedures. Mrs. Guardado explained the Uniform Complaint Procedures to the members. She made them aware that this is the process the district has established to address allegations of unlawful discrimination and complaints alleging violation of state or federal laws governing educational programs. In order to file a complaint, a written report must be submitted to the district. Time must be allotted to conduct an investigation of the alleged violation. Complaints will be investigated and a written decision or report will be sent to the complainant within sixty calendar days of the written report. If not satisfied the complainant has the right to appeal the district's decision to the California Department of Education and that must occur within 15 calendar days of receiving the district's decision. The goal is to address and correct the nature of the violation and our district will work with our families to ensure processes and laws are followed by all employees.

There were some questions made by some members regarding the uniform policy and whether it is mandatory to wear school uniforms. Mrs. Guardado explained that it is a district practice. We do have some exceptions, for example, if families cannot afford them and it poses a financial burden. A member commented, there are families that abuse this practice, some in reality cannot afford them and the schools have uniforms that are donated. So, she felt like there should really be no excuse for families to claim they cannot afford them. Another member mentioned that it is actually cheaper to buy their children uniforms than regular clothing. The officers helped refocus back to the Uniform Complaint Policy vs. the school uniform policy. Mrs. Guardado emphasized that a process has been established that parents must follow if they need to file a complaint.

ELAC Reports:

Foothill: Mrs. Martha Rodríguez reported.

- Were made aware that the CELDT was replaced with a new test (ELPAC).
- Strategies to help the teachers with teaching academic vocabulary/language.

Heights: Mrs. Virginia Martínez reported.

- There was mention about the new test (ELPAC) that will be used to measure how students are progressing.
- Mrs. Phan went over and taught them some math strategies that they can use to teach/help their own children at home.

Highlands: Mrs. Rosales reported that their meeting would be held in January.

Los Medanos: Mrs. Evelyn Costacurta reported.

- As a school they reviewed the services they have to help their students.
- Went over the importance of daily attendance. The goal is no more than 5 absences per year.
- They had parent conferences and had to sign the Parent Involvement Form, regarding how their student is progressing.

Parkside: Mrs. Bernarda Sanchez reported.

- Math strategies were reviewed with the aim to help them be able to assist their children at home.
- They were informed about the new test, ELPAC.

Willow Cove: Mr. Miguel Alvarado reported.

- Discussed methods they can use to get more parents involved. It was suggested that maybe a facebook page would be helpful since everyone is on their phone.
- Parents were made aware of how the funds are distributed and programs that have been put in place to help meet the needs of the students.
- They held their officer elections since they had more parents present this time.
- Were made aware and invited to the DLI parent meeting.

Stoneman: Mrs. Martha Carabantes reported.

- They had 27 parents who attended the meeting.
- They were made aware of the reclassification criteria and the new test (ELPAC).

Marina Vista: Mrs. Laura Rodríguez reported that they did not have an ELAC meeting.

- She highlighted that they hosted a Literature Night, to help encourage the parents and students to read more at home. Talked about the benefits of reading.
- Information was given regarding the new test, ELPAC.
- They also went over testing results for iReady and CAASPP. They focus on looking at data to show how they are progressing in reading and how parents can help at home. Parents were encouraged to have their students' access iReady at home.

Hillview: Mrs. Martha Rodríguez reported.

- They were informed of the differences between the ELPAC and CELDT test.
- They went over their School Emergency Plan
- They were given information regarding the Health Promoters Project from La Clínica.
- They were encouraged to work in groups to organize more community events.
- Reminded parents that Hillview offers English classes for parents on Mondays and Wednesdays from 9 AM – 11 AM and child care is provided.

Rancho Medanos: Mrs. Dora Rodríguez reported that their meeting would be this upcoming Friday.

MLK: No report made since the representatives were unable to attend ELAC meeting.

PHS. Mrs. Dulce Bernal and Mrs. María Rosales reported.

- The meeting was on November 14th.
- Went over the requirements to apply for financial aid and university/college grants available for the students.
- Were given dates for the upcoming SAT exams for 11th and 12th graders. This test is a requirement to apply to colleges and universities. Registration must be completed on line. Financial aid is available from the school to help students who need assistance to pay for the exam, they just need to contact their counselor and the test can be paid for using school funds.

Black Diamond. No representative present.

Announcement:

Next meeting will take place on January 23, 2018

Meeting was adjourned at 7:18 PM.