

BUSD LCAP
Parent Advisory Committee
2/16/2017 Meeting Agenda

Meeting began @ 6:33 pm

- A. Welcome and Meeting Overview– Michael 6:30 – 6:35**
- B. Public Comment 6:35 – 6:45**
- Comment on News regarding Berkeley High School’s current situations
 - local ICE checkpoints are false
 - School Board meeting about Redesign and funding being taken from LCAP
 - BHS principal
- C. Approval of Minutes from 1.19.17 6:45 -6:50**
- Mimi Moves to approve minutes with changes, Ramona seconds , everyone says “T”
- D. Restorative Practices/ Coordination of Services 6:50 – 7:30**
- Question: Is the training for the teachers Mandatory or optional?
 - Answer: Each site has a PBIS teams, each PBIS team sends their members to the training, not all teachers serve on the PBIS team
 - Question: If only some of the teachers participate and it's not mandatory how do you Indoctrinate this curriculum?
 - Answer: We have been doing this for about 10 years, it's a challenge, we depend on principals and site members to help their staff, I’m hoping we can work towards getting a lead at each site to work with their staff on evaluating how their doing with PBIS, that's what we're working toward
 - Question: I like the idea of having a lead, I would recommend that that lead is an outside lead, someone who can look at it objectively
 - Answers: It has to be somebody that is somewhat connected to the school but also someone who can be objective and have a perspective that is going to be inclusive of all the different perspectives. PBIS is looking at the frame work and data.

Bob & Counselors continue representation:

- Question: How does this get requested? Is it by the parent or teacher ?
- Answers: Teachers usually make the referrals, usually students come knocking on my door, I haven't had parent referrals but we welcome them. They can contact the RTI coordinator or directly to us
- Answer: I get a lot of stuff from students themselves about what has happened and what's going on and what they have been exposed to in the circles and in their class
- Answer: I just want to add, harm circles for major incidents, parents are usually aware that this is happening, there have been times we have asked parents to come in and sit in on the circle
- Question: Do you ever do circles where the students can bring their concerns about a teacher to a teacher.
- Answer: That's the vision, students have come to me to have circles with teachers.
- Question : Both parties have to agree to be apart of it?
- Answer: Both parties have to agree, some students say No, sometimes there is a

coaxing process and sometimes we let them bring an ally, that really helps.

- Question: What I envision is an entire class and that teacher?
- Answer: I've had teachers say I need your help, usually there are various things going on sometimes classroom management. The goal is to build community, the prep is important we have to talk about why are we going to this and here's what we want to get out of it. We can approach any situation. One presentation we did at a PBIS training was how to have conversations about race. We are able to have those conversations when we create it in a certain way.

Presentation continues..

- Question: Peer to peer issues, where is that line between repetitive issues and it turning into disciplinary actions, I'm meeting with students and getting feedback and something that has come up, is a student saying I'm doing what I'm suppose to by going to the RJ counselor and it's being handled in that moment but it keeps happening. At this point I feel like it's harassment, but it keeps becoming an RJ issues.
- Answers: There is due process, if there is something happening in a classroom then teachers should be handling those accordingly, all school sites look a little different, at my site we decided on a case by case basis what needs to be dealt with in an RJ conference. But if something keep coming back to us and it's not making progress then yes we kick it up to the VP
- Answer: A lot of it is coordinating with the VP
- Question: What happens when the student does not want to take accountability? But I know of a conversation where the parent did not want the kid to go through the rest of the steps. The parent did not allow accountability. and I had to do things to protect my child.
- Answer: What we do before we do the circle is a pre conference, that lets us know is this going to be successful or become more harmful. Pre conference is really important
- Question: Do you have a kind of system for coding what happens, so you're able to keep track of numbers?
- Answer: There is an RJ counsel log in illuminate, we log who made the referral, was it a harm circle, etc.
- Question: Does it follow the student?
- Answer: It's an internal log
- Question: At BHS suspensions keep coming up, it's a big number of suspensions student but it's a small number of students
- Answer: This is the first year these positions even exist, and the first year we are keeping track of it this way, it's a higher position's decision on how the information is given out
- Question: It logs infractions that are actually logged? Ff you target a certain group of students and not another then these students look like the major problem and not the other students
- Answer: The types of things that are logged were Suspensions out of class, suspension from school, or major behavior stuff. So major stuff.
- Question: What I'm talking about is when admin sweeps things under the rug because of how they feel about that particular student, so by the time things make

it to the next school it makes it seem like that student hasn't been a problem but it reality they have

Presentation Resumes...

- Question: We have a SART and that is not restorative, but SART needs to be, how can that process be restorative?
- Answers: That's a great point

Presentation Resumes...

- Question: Is there a plan to bring it to the high school, I don't know how much OCI is restorative
- Answer: We have a restorative practice counselor at the high school, who is on his second year. they are doing work on trying to rebrand OCI.
- Question: How does this look at the elementary level,
- Answers: One pilot school is Washington. SEEDS person from the SEEDS Agency, our goal is to have one person at every elementary site at some point, but FTE is expensive but something to work for.
- Questions: SEEDS program at Washington is in its second year, how long is this pilot going to go on.
- Answer: We are taking a deep look at it right now
- Question: Do you see your roll expanding to the high school?
- Answer: Good question, I've been involved with the high school and I know some of the issues and challenges, so yes, I'm working with Eddie who is the restorative counselor there, my goal is to have some vertical alignment in the district .
- Question: One thing I noticed was about a lot of the adults getting trained, it would be nice to see the students to receive these types of training?
- Answer: I'm in the process of putting together a peer mediation, it's a difficult process but it's getting there
- Question: In my mind I am seeing the entire school attaining this information
- Answer: That's the Longfellow mode, but we should have that information accessible to students as well, so that it really is built in.
- Question: Is the 80% part, how is that, toolbox, evaluated?
- Answer: We haven't had training support for that in two years, so we're pushing to make that a priority for next year. there is a need for more training around toolbox. Toolbox works at Longfellow.
- Question: How much are you accessing family engagement?
- Answer: We are not using them at middle school, there is no funding , it's a very different model at the middle schools, we basically chose RJ for the funding

- E. New Accountability System (Pat) 7:30 – 7:45**
- F. PAC Board Comments –Tasha 7:45 -7:55**
- G. Meeting Feedback and Adjournment 7:55 – 8:00**
- Meeting Adjourned at 8:04 pm

Next Meeting: 3.16.2017