

Code of Conduct Public Forum
Pueblo Magnet High School Auditorium
March 16, 2017

Public Forum began at 6:00pm

Sign in sheet was made available in the auditorium foyer.

Dr. Morado introduced himself by welcoming everyone who was in attendance. Small group tonight, small but mighty! *A Spanish translator was made available for anyone needing translation. Statement was given in Spanish but there was no one in need of their services.*

The forum was a small group and was decided that we would go over the Code of Conduct and have a question and answer dialogue.

Page 3 based on research, where did the research come from? Extremely unhappy the way school deals with discipline and sees this document as too lenient where it says school may leave it up to the school administrator to decide what discipline. What is lacking is the victim. Not going to get suspended until there is serious harm. If the goal is to remove disparity this is not going to work and it will be disproportionate within the schools within the district.

Mr. Monger advised the group that when the document says the school administrator it means the principal. At a time where the principal was not in position then his/her designee would be the school administrator. The table on page 4 provides a matrix for Levels A, B and C and who and how the level of responses are initiated.

Do we have a breakdown of what constitutes level a, level b, or level c. Mr. Konrad said no that is the difference between this document and the GSSR. If the goal is to remove disparity this is not the tool. Just based on my experience this issue is a huge concern. I'm assuming this is a goal of this document to ensure discipline is not disproportionate. Dr. Morado explained that the thought process behind this document was to give a principal a little bit of latitude

Dr. Morado is to ask Jim Freeman where he got the research.

The reason we are in the desegregation order because we do not have consistent discipline throughout the district and this document gives too much leeway for the administrators. Hearing feedback from parents that this document is too long and is 28 pages and hard to read. Does not give a matrix for discipline and doesn't feel it is strict enough. Three code of conducts for elementary, middle and high school, after you get the feedback how will you update this document to accommodate all the feedback.

Asked how the minutes are being taken at the public forum and does the transcription go to the Governing Board. The attendance has been very pathetic at these minutes and it was poorly advertised. We should have parents who this affects come to these meetings and not sure why there are not more of us in attendance.

Worth your while we did not say go out and gather feedback; we asked for a second draft. We did not say that we wanted the feedback, we are not experts and you've given us 28 pages and you have made no efforts to give us a second draft. If we have to redraft it then it goes back to the special master and the plaintiffs. Dr. Morado said he was under the impression the feedback is what the Governing Board wanted and it was then that the GB could say we if they wanted to keep it or toss it out. Dr. Morado explained the Special Master and Plaintiffs that it takes time to submit, respond, and submit back.

Since the board meets on March 28th and the last public meeting is March 30th then that wasn't going to work. We the board have already voted this draft down so are you saying we are not going to get a second draft. Dr. Morado explained that he was under the impression that the GB wanted the feedback unfettered.

I am under the impression that the special master had not approved this draft when someone went up to the mic at the GB so it was not accurate information "had not other further issues with the draft". Dr. Morado said that we will be giving the feedback directly to GB.

How the committee was formed. November 2015 the board agreed to hire the consultant. Was very excited to work with Jim Freeman. Different focus groups that made up of different forums made up of good students, students who have been through the system, a group of parents of PTA or booster clubs and then a group of parents that have had experience in the disciplining system. 15 or 16 different forums in a space of a few weeks. Ok now I want to work with a working group and this would be made up of certain types of adults and students out of all the forums and collected a single group of 20 made up of staff, parents and students with 3-4 meetings. He held these meetings without district officials so they can speak freely.

Page 5 when it says school officials shall attempt to collaborate, victim rights is not listed anywhere. This code keeps law enforcement out of the schools and a parent can call the police and press charges when they want to, no due process for the parents of the victims and cannot believe there is restorative circles with students without parents present. This code needs to focus on the other student and not just the offender. It's not until physical harm being done where the police are called. If we are trying to improve the code of conduct this needs to change because there is no consideration for the student who has been victimized they should have a safe learning environment and should consider both parties when it comes to violence. Level a, b or c does not fix the disparity problem. Dr. Morado asked the group to look at page 15 which is an important section and came directly from the GSSR. The definitions of infraction guides the discipline. She said look on page 15 under minor act, if someone is hitting someone it is a serious infraction. The police officer does not have to come on campus when someone has beat the crap out of someone and limit the time law enforcement can come on campus. It is so subjective and is not right. Dr. Morado spoke on the act of minor aggression had a lot of dialogue, a lot of back and forth but the day to day dealings at the site may have minor aggression. For instance two 6th graders get into a shoving match but they are fine, no harm and this gives the admin the leniency but it is important and dealt with. Then there is a huge major fight which starts on social media and has back and forth and then a fight ensues and we are rolling around in the ground behind the gym over jealousy over a girlfriend. Then there's the abusive violation where a female is assaulted then, then there is aggressive assault where a student continues to beat a student until unconsciousness. So the principal has the option of not calling police over the pushing and shoving but will be called on for more serious assaults. The female indicated that what is the point of having a Code of Conduct if you have total digression over when and when you don't call the police because it leaves it up to students getting away with bad behavior. Continuous threat to the safety of the campus is when we deal with it on school grounds or suspend. There was a lot of feedback between the special master and plaintiffs.

Another suggestion is there be a Code of Conduct for elementary, another for middle schools and another one for high schools. This way it will be clearer, add a one page matrix stop using words like persistent but have a level of discipline.

The issue with someone from the district collaborating with the principals on the discipline. Says that they do not know the students and is inappropriate because they do not have the details of the situation and has not built a rapport with the children. Dr. Morado indicated the principal would have training a strong code of conduct and have the right to discipline. The other side said wait a minute this is how we have disparity. One principal is more lenient and some more tough, they are to consult with the director for exclusionary discipline.

The plaintiffs want equal treatment with all kids; parents don't want their children treated any different from other kids, and TUSD do not want any kids treated any differently. This document cannot be subjective, keep it simple. We have to prepare our students and we need clear cut discipline and everyone abides and treated the same. This is too difficult and unnecessary when we are all smart enough to know what is right and wrong. Dr. Morado asked if you would be surprised that 40 years ago there were families that sought relief of the court because it was severely discriminated against and marginalized.

This document does not solve the problem.

Student Equity has to be in place for every student? Yes, the lawsuit mandates it and Dr. Morado says he wants the district to be more equitable that is a goal he wants to be a part of.

This document is too convoluted and this document is not clear, the DESEG order says the discipline has to be consistent across the district. School person shall attempt? What does persistent mean? This is a district document and district policy. Allow each school to do their thing but be specific enough that all kids are treated equally. Just make the document black and white?

Meeting adjourned at 7:55pm.

