

## Summary

Students from the 2<sup>nd</sup> period 11<sup>th</sup> grade Mexican American Perspectives Culturally Relevant Course (CRC) were interviewed to gain an understanding of what teacher, Mr. Corey Jones, was informing the students of how he was to deliver the course content, if students were walking out of his class, and possibly walking off campus to district offices.

On Tuesday, February 10, 2015, twenty student interviews were conducted by Cholla High Magnet School Principal Frank Armenta and Director of Culturally Relevant Pedagogy and Instruction, Mr. Lorenzo Lopez Jr. Others present during some student interviews were: Senior Director of Curriculum Development, Dr. Clarice Clash, CRPI Program Coordinator, Ms. Maria Federico Brummer, and Teacher/Coach Ms. Melissa Hall.

Note: Mr. Armenta and Mr. Lopez interviewed 2<sup>nd</sup> period CRC students 1-9; Mr. Armenta interviewed CRC 2<sup>nd</sup> period students 10-17 with Ms. Hall present; Mr. Armenta and Mr. Lopez interviewed two 5<sup>th</sup> period students, who requested to speak with Mr. Armenta; Dr. Clash, Ms. Maria Federico Brummer, Mr. Lopez, and Mr. Armenta interviewed the 7<sup>th</sup> period student.

On Tuesday, February 10, 2015, Mr. Armenta, Mr. Lopez, Dr. Clash, and Ms. Federico Brummer addressed students' questions and concerns in the 2<sup>nd</sup> period CRC class.

Mr. Armenta and Mr. Lopez addressed students' questions and concerns from Mr. Jones's 5<sup>th</sup> period traditional American History class.

On February 10 and 11, 2015, Mr. Armenta made parent contact with fifteen parents via phone and one in person. Messages were left for the remainder.

## Summary of Students' interviews and Parents' responses

- Students referenced a district email directing Mr. Jones to only use the textbook (American Visions).
- Mr. Jones informed students that he was directed from the district via email to only use the textbook (American Visions) and textbook materials, and he needed to comply.
- Mr. Jones would get in trouble from ADE and the district if he used any other supplementary materials, and he needed to comply.
- Mr. Jones was aware of the students leaving class Thursday, February 6<sup>th</sup> and Friday, February 7<sup>th</sup>, without permission and unsupervised.
- Mr. Jones stopped shaking students' hands when students entered his classroom. If he did shake students' hands, he would get in trouble.
- When students requested an explanation for the change in his interactions with students and only teaching from the textbook, Mr. Jones did not provide any explanation and only stated he would lose his job.
- Mr. Jones informed students the course was going away.
- Students walked out of class to secure supplementary materials, i.e. Chicano books, since Mr. Jones was directed to use the textbook only.
- Students were planning a walk out on the 18<sup>th</sup>.
- Students were meeting outside of the class period, both on and off campus, to discuss and plan some sort of organized walkout.
- Students and other teachers were involved in the organizing of the 18<sup>th</sup> walkout.
- According to a student, "Students would show up for Mr. Jones," on the 18<sup>th</sup>.

## Findings

- Mr. Jones did not provide his CRC and traditional American History students' accurate information on how the district's Curriculum Map was to be used.
- Mr. Jones mislead students in his CRC and traditional American History classes to believe that he was to only use the district approved textbook (American Visions) and its supplementary materials.
- Mr. Jones did not supervise students when they walked out of class and went to the library, amphitheater, and administrative office.

## Possible Board violations

- Staff Ethics-GBEA:
  - Maintains just, courteous, and proper relationships with students, parents, staff members and others.
  - Makes the well-being of students the fundamental value of all decision-making and actions.
  - Implements the Governing Board's policies and administrative rules and regulations.
  - Fulfills job responsibilities with honesty and integrity.
  - Avoids using position for personal gain through political, social, religious, economic, or other influence.
  - Pursues appropriate measures to correct any laws, policies, or regulations that are not consistent with sound educational goals.
  - Directs any criticism of other staff members or of any department of the school system toward improving the District. Such constructive criticism is to be made directly to the appropriate administrator who has the responsibility for improving the situation.
  - Refrains from using school contacts and privileges to promote partisan politics, sectarian religious views, or personal gain of any kind.
- Staff Conduct-GBEB:
  - All employees of the District are expected to conduct themselves in a manner consistent with effective and orderly education and to protect students and District property. No employee shall, by action or inaction, interfere with, or disrupt any District activity, or encourage any such disruption...All employees shall at all times attempt to maintain order, abide by the policies, rules, and regulations of the District, and carry out all applicable orders issued by the Superintendent.
- Staff Conduct with Students:
  - Employees are expected to exercise general supervision over the conduct of students...
  - All personnel employed by the District are expected to relate to students of the District in a manner that maintains social and moral patterns of behavior consistent with community standards and acceptable professional conduct.
  - It is desirable for staff to have a sincere interest in students as individuals and to develop positive, professionally supportive relationships.

- Staff/student relationships shall reflect mutual respect between staff members and students and shall support the dignity of the entire profession and educational process.
- Staff Conduct-GBEB-R:
  - Become familiar with, enforce and follow all Board policies, regulations, administrative procedures, standards, and other directions given by district administrators and state and federal laws as they affect the performance of job duties.
  - Maintain courteous and professional relationships with pupils, parents/guardians, other employees of the district and all patrons of the District.
  - Perform in accordance with the employee's current job description, performance goals, and authorized directives from supervisory authority.
  - Properly supervise all students. All students must be under assigned adult supervision at all times during the school day and during any school activity. Except in an emergency, no employee will leave an assigned group unsupervised.
  - Obey all safety rules and standards, including rules protecting the safety and welfare of students.
  - Refrain from conduct or speech that violates commonly accepted standards of the District and that, under present circumstances, has no redeeming social value.
  - Employee must not intimidate, threaten, coerce or abuse, either physically or mentally, another employee, patron or student.
  - Refrain from using school contacts and privileges to promote sectarian religious views or selfish propaganda of any kind.

## Student Interviews and Parent Communication

### CRC History Class 2<sup>nd</sup> Period:

1. [REDACTED]: When students walked out Friday, [REDACTED] did not want to look bad with other students. Teacher went to his desk and said I am going to be “like a bad teacher.” Everyone started leaving and [REDACTED] told [REDACTED] he did not want to look bad. He decided to pick-up books, studied outside, no one was outside only some other students. No textbook, [teacher] took it to another level and had us do section reviews...he was not communicating, students were disappointed. He was not shaking hands anymore, it is disappointing. [REDACTED] Not well informed of the federal compliance, student knew of the March 4<sup>th</sup> window, and 18<sup>th</sup> walkout.
  - 2-11-15, [REDACTED] left message Spanish speaker. [REDACTED] older brother returned call and would pass information to parents. I asked that his parents call me back.
2. [REDACTED] It is not a normal class, I am comfortable, what teacher says makes sense, reading is college level, and helps with AIMS. Concern is to stay in the class.
  - Met with [REDACTED] in person on 2-10-15. Mother wanted to ensure student continues with class. Parent voiced disappointment with regard to the teacher not teaching the students and stop shaking their hands. He told students the class was going away.
3. [REDACTED]: Asked the teacher, why are we working in the textbook, why we could not do the unity clap? We all walked out and got Chicano Books in the library. I was mad, teacher did nothing. We have a great purpose. Student read the email from Dr. Clash, not to only use textbooks.
  - 2-11-15, [REDACTED] message
4. [REDACTED] Read email and understood textbook was not the only use of material.
  - 2-11-15, Spoke to mother. Teacher getting an email about the textbook. They were going to walk out.
5. [REDACTED] When he told us we were going to use the textbook. Students started to do their own thing. He told us he had to follow (textbook) and did not want to follow it.
  - Spoke to mother [REDACTED], wants her son to do the right thing. The topics are okay, because we are Mexican and he needs to know.
6. [REDACTED] Teacher told us he had to use the textbook only. Mr. Lopez cleared it all. One question; Mr. Jones said textbook and powerpoint only. One day we walked out and checked out books. We did not want to get in trouble so we got the Student Handbook, we noticed what rules teachers follow, we went back to class.
  - 2-11-15; [REDACTED], message
7. [REDACTED] Mr. Jones told everyone he had to do this; textbook=comply. He stopped shaking our hands. If he did not comply he would lose his job.
  - 2-11-15, Student told mom that the state was trying to take away the course and he believes that they got the teacher in trouble. Parent said, the teacher must have been bothered by the situation.
8. [REDACTED] textbook only, ADE. Yes and then No to the use of the textbook only, this happened one day.
  - 2-11-15, spoke to mother and was informed of my conversation with her daughter.

9. [REDACTED] Textbook was not the only thing we used. We can discuss. I am proud, in depth questioning. I was happy in the class.
  - 2-11-15, called [REDACTED] and left message.
10. [REDACTED]: Textbook only ... teach his class with only textbook. Reason we did the walkout, textbook only.
  - 2-11-15, called [REDACTED] 3 and left message
11. [REDACTED] Textbook only and what it took to comply.
  - 2-11-15, spoke to [REDACTED] and was aware of the situation.
12. [REDACTED] no questions
  - 2-11-15, spoke to mother and is informed of the situation.
13. [REDACTED] Could not shake their hands, and troubled by it.
  - 2-11-15; students were going to get together to do something about not having these classes. I assured the parent that the classes are here and we will support the teacher and students.
14. [REDACTED] no questions
  - 2-11-15, Called and father said student informed him of our conversation.
15. [REDACTED]: teacher took it seriously.
  - 2-11-15, spoke to father and was somewhat informed. [REDACTED] would pass the information to mother.
16. [REDACTED]: no questions
  - 2-11-15 parent said the teacher has to do what he is told. Student told her that he heard some students walked out last Thursday and Friday, he was not present on Thursday or Friday.
17. [REDACTED] Teacher got mad.
  - 2-11-15, Parent stated that she was told that students walked out of class, and the teacher said you could leave. They asked him if the class was going to be cancelled, and the teacher did not respond. Students stated what's the point of being in this class, and students started walking out last week.
  - Student is involved in an after school group on campus, it was cancelled. Did not know if Mr. Jones was leading it.

Regular American History Class 5<sup>th</sup> Period:

- [REDACTED]: Mr. Jones said that he was not allowed to shake our hands, only use the textbook
  - 2-11-15, left message.
- [REDACTED]: He was only to use the textbook
  - 2-11-15, left message. On 2-12-15 student stated that mother got my message and told her why I was calling.

Regular American History Class 7<sup>th</sup> Period:

- [REDACTED] He could only use the American Visions. She thought if they walked out put Mr. Jones in a worst place. We thought it concerned us. Mr. Jones informed us with...(student did not finish statement). He told us he could not answer any questions. We could only use the book. He enjoys his students. He used articles. (Maria B. CRC we asked CRC teacher to utilize textbook and critical thinking). Student stated they come up with own ideas. Student stated a plan walkout on 18<sup>th</sup> all students, students talked to other

teachers to walk to district. Student suggested to get correct information. Students would show-up for Mr. Jones. A girl who wants students to go to her house to know how to do walkout. Student stated she got the student handbook to understand what students could do.

- 2-11-15 student's parent was contacted and mother stated student was to do good for others. Her daughter informed her of the situation. She was informed by her daughter that students were meeting outside of the class.

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