[00:00:02]

Judy Frost: [NOISE] Good afternoon and welcome to today's meeting of the Santa Barbara County Board of Education. I'm Judy Frost. I'm the chair, and I'm going to ask our vice chair, Mr. Bruce Porter, to lead us in the pledge. Where's the flag? On there it is, up there.

[00:00:22]

Bruce Porter: Please join me. I think it's fitting today as we go into Labor Day weekend here that for the past and present we consider those millions and millions of Americans who have labored so strongly to build this awesome country that we have. May we continue to honor them, not just today but every day. Please join me.

[00:00:42]

UNKNOWN_1: I pledge allegiance to the flag of the United States of America and to the republic for which stands, one nation under God, indivisible with liberty and justice for all.

[00:00:56]

Judy Frost: Very good. Thank you. I want to introduce Hugo, who is our Spanish interpreter today, and he will explain how the process works.

[00:01:23]

Hugo Santos: My name is Hugo Santos and will be interpreting from English to Spanish. If you want to listen to all these presentations in Spanish, please raise your hand so that I can give you one of the devices we have for you. Thank you.

[00:01:41]

Judy Frost: Thank you. Now roll-call, Ms. Freedland.

[00:01:46]

Anna Freedland: Okay. Ms. Carty?

[00:01:47]

Marybeth Carty: Here.

[00:01:49]

Anna Freedland: Mrs. Daane?

[00:01:50]

Maggi Daane: Here.

[00:01:51]

Anna Freedland: Mrs. de Werd?

[00:01:52]

Michelle de Werd: Here.

[00:01:54]

Anna Freedland: Mrs. Frost?

[00:01:55]

Judy Frost: Here.

[00:01:56]

Anna Freedland: Mr. Howell?

[00:01:56]

Joe Howell: Here.

[00:01:57]

Anna Freedland: Mr. Porter?

[00:01:58]

Bruce Porter: And present.

[00:02:03]

Judy Frost: All right. There are no changes to the agenda today. Onward we will go. I'll start with president and board comments. I would like to ask if Maggi or Michelle had any comments from the county board meeting this morning?

[00:02:23]

Maggi Daane: It was a great meeting and unfortunately, I had to leave early, as Dr. Salcido was giving her report [LAUGHTER] not too good on your boss. However, we will be having a very similar presentation at this meeting by Rachael Steidl of YouthWell, and she has so much information to impart. It's like she's running out of breath and can't get it out fast enough. That's all good stuff and I just loved it and I really want to sit and talk to her another day. That was my takeaway.

[00:02:57]

Judy Frost: Michelle, did you have anything you wanted to add?

[00:03:00]

Michelle de Werd: No. I think you've covered it.

[00:03:01]

Judy Frost: Okay. Any other comments from the board? I would just like to say that let's remember why we have Labor Day. I think too much time and attention is given to the fact that it's a three-day holiday weekend like Memorial Day. What's the other one? Well, Fourth of July may or may not be a three-day weekend, but Memorial Day and Labor Day sometimes get lost. The meaning of them gets lost in the fact that it's a holiday. Just remember why we're having a holiday.

[00:03:37]

Judy Frost: Public comments today? None? Okay. Then we'll move right on. We'll start the meeting with our provisional appointment to the board for trustee area two. I'm so happy today that we're filling our empty slot on the board and getting back to full strength. I think at this time, I would like to ask if there is a motion.

[00:04:05]

Marybeth Carty: So moved.

[00:04:06]

Maggi Daane: Second.

[00:04:09]

Judy Frost: Any discussion? Michelle?

[00:04:13]

Michelle de Werd: Yes. I would just like to make a statement and I have a couple of questions. First, I'd like to say that collaboration, respect does not always mean consensus. All candidates were excellent, well-qualified, and brought unique perspectives to the board and we'll serve district 2, a population of 65 thousand people. They will serve them well. I have a question for our legal counsel. I'm not a lawyer. As a board and the superintendent, we rely on you for legal advice.

[00:04:45]

Michelle de Werd: I could not find in Ed Code anywhere that a candidate that is not qualified to serve if they are employed by a local community college, that they're not qualified. Just candidates who are employed by a school district or charter school are ineligible. You also mentioned laws in case laws and Imperial County without specifics, but we accepted your information on face value.

[00:05:10]

Michelle de Werd: I just learned that three of the five board members on the San Diego County Board of Education are employees of the local community colleges within San Diego County. Dr. Gregg Robinson, who is the chair of behavioral science at Grossmont College and he was elected in 2020. Guadalupe Gonzales, faculty member at San Diego Community College, appointed in 2015. Alicia Munoz, Vice President of Instruction at Cuyamaca College and was elected in 2014.

[00:05:47]

Michelle de Werd: Can you please speak to this and provide me with either Ed Code or law that supports the County Board of Education decision to qualify two Santa Barbara City College Professors?

[00:05:59]

Austin Payne: Sure. This is what we talked about in the board meeting, maybe two weeks ago now, a week-and-a-half ago now. We have two candidates who are both employed by the Santa Barbara City College. What the Ed Code says is that if you're an employee of the school district, you can't be on the County Board. We've got clarity from the Attorney General's Office in 2021, though, which probably post dates the times that the folks on the San Diego County, and the other ones you mentioned, were elected.

[00:06:36]

Austin Payne: I think that they are probably at risk of being challenged if somebody who's in that district chooses to do so. But basically, the law, it prevents incompatible offices. That's been extended beyond just being an officer or a board member to employees. We found that out last year with the case of Imperial County and when these two Attorney General opinions that were issued, but one was in September, one was in November.

[00:07:08]

Austin Payne: Based on that, we now know that as a city college employee, they're not going to be qualified under the Ed Code statute. Based on that, we discussed it with them and I think they actually both just went withdrew. And I can provide all of that.

[00:07:25]

Michelle de Werd: I'd love to see the Attorney General opinion just because I looked up Imperial County and the case that I found was that it was actually a city college trustee was trying to serve on both the San Diego County Board of Education and the community college.

[00:07:42]

Austin Payne: That applied to... Pardon me, I don't want to interrupt.

[00:07:45]

Michelle de Werd: But it wasn't an employee. If she wanted to serve on both boards and they were trying to remove her.

[00:07:50]

Austin Payne: That's exactly right. Where the employee distinction comes into play is the incompatible office doctrine. That's the second Attorney General opinion that came out in September last year. It basically says the purpose of the Ed Code was to expand both incompatible offices doctrine to include employees. When you add those two things together, that's where we see a problem. I can send those to you after the meeting.

[00:08:18]

Michelle de Werd: Right. I just wanted to let everyone know that I will be voting no. I want to emphasize, this is not a vote against you Mrs. Ehrman. I think you're well qualified and I look forward to working with you. But I believe this vote is against what I believe was an unfair process. I still question the eligibility of the two professors and I will withdraw this comment after seeing this information about disqualifying two community college professors.

[00:09:02]

Michelle de Werd: But the second issue is that the issue of trustee area boundaries, a candidate's home address, which I thought was redacted, and the impact of a 2024 election came to a factor in our discussion regarding the appointment. Again, this vote is not against you, Mrs. Ehrman. And I look forward to working with you and getting to know you better. Thank you.

[00:09:32]

Judy Frost: More comments? Mr. Porter?

[00:09:36]

Bruce Porter: I address this directly to you. I will be voting no also. It has nothing to do with you. You are supremely qualified and I'm deeply look forward to working with you. But for a short-term appointment, we had an opportunity to pick a very unusual and uniquely qualified person, from a part of the county that is deeply disenfranchised. I think to have that person for a year-and-a-half would have been extremely good. That takes nothing away from you. Like I said, I would be honored to serve with you.

[00:10:12]

Judy Frost: Thank you, Mr. Porter. Any other comments? No. Then are we ready to vote? All those in favor say aye.

[00:10:22]

UNKNOWN_1: Aye.

[00:10:24]

Judy Frost: Those opposed?

[00:10:25]

Bruce Porter: Nay.

[00:10:26]

Michelle de Werd: No.

[00:10:29]

Judy Frost: The motion passes. Dr. Salcido, would you like to perform the official ceremony?

[00:10:39]

Susan Salcido: I would be honored.

[00:10:42]

Susan Salcido: I'd like to invite Nadra up to the podium, please. I'll meet you there.

[00:11:00]

Susan Salcido: Collecting myself for a minute, it's a big moment. Good afternoon to all of you. I'm Susan Salcido, county superintendents schools. The process sure has been full of requirements and timelines and processes. I want to thank the six board members who've been alongside every one of those special board meetings all along the way. A lot of details, a lot of requirements, a lot of things. Thank you for today's vote.

[00:11:40]

Susan Salcido: Nadra, in just a moment, you will be taking the oath of office. [inaudible 00:11:44] [LAUGHTER] You will be publicly affirming your family's multi-generational commitment to public education and democracy. You shared with all of us actually, that it was your grandmother who instilled in your father and then you, and then your family, the importance of education and opportunity and access.

[00:12:14]

Susan Salcido: I want to thank you for your upcoming service and for adding your perspective and your experience to the esteemed County Board of Education. Nadra, if you would please raise your right hand and repeat after me. I, Nadra Ehrman.

[00:12:31]

Nadra Ehrman: I, Nadra Ehrman.

[00:12:32]

Susan Salcido: Do solemnly swear.

[00:12:34]

Nadra Ehrman: Do solemnly swear.

[00:12:35]

Susan Salcido: That I will support and defend.

[00:12:37]

Nadra Ehrman: That I will support and defend.

[00:12:39]

Susan Salcido: The Constitution of the United States.

[00:12:42]

Nadra Ehrman: The Constitution of the United States.

[00:12:44]

Susan Salcido: And the Constitution of the State of California.

[00:12:47]

Nadra Ehrman: And the Constitution of the State of California.

[00:12:50]

Susan Salcido: Against all enemies, foreign and domestic.

[00:12:53]

Nadra Ehrman: Against all enemies, foreign and domestic.

[00:12:56]

Susan Salcido: That I will bear true faith and allegiance.

[00:12:59]

Nadra Ehrman: That I will bear true faith and allegiance.

[00:13:02]

Susan Salcido: To the Constitution of the United States.

[00:13:04]

Nadra Ehrman: To the Constitution of the United States.

[00:13:07]

Susan Salcido: And the Constitution of the State of California.

[00:13:09]

Nadra Ehrman: And the Constitution of the State of California.

[00:13:12]

Susan Salcido: That I take this obligation freely.

[00:13:14]

Nadra Ehrman: That I take this obligation freely.

[00:13:17]

Susan Salcido: Without any mental reservation.

[00:13:19]

Nadra Ehrman: Without any mental reservation.

[00:13:21]

Susan Salcido: Or purpose of evasion.

[00:13:23]

Nadra Ehrman: Or purpose of evasion.

[00:13:24]

Susan Salcido: And I will well and faithfully discharge.

[00:13:27]

Nadra Ehrman: And I will well and faithfully discharge.

[00:13:30]

Susan Salcido: The duties upon which I am about to enter.

[00:13:33]

Nadra Ehrman: The duties upon which I'm about to enter. [APPLAUSE] I'm extremely honored to be able to serve with this incredible board. I just look forward to everything I can do to bring my experience, my heart, my intellect, everything that I have, to do the best that I can [inaudible 00:14:09] so thank you. [BACKGROUND] [LAUGHTER]

[00:14:29]

Judy Frost: I'll give you a minute to get settled. [LAUGHTER] That seems like the only fair thing to do. [NOISE] The next item on the agenda is recognition. The Santa Barbara County classified school employee of the year recognition. Each of the board members will do an introduction for one of the winners, and Bruce, we're starting with you.

[00:15:13]

Susan Salcido: Why don't I start with some introductory comments and then I'll be glad to invite Mr. Porter right up to the podium. [BACKGROUND] Well, it is my honor to convene this very special occasion. This afternoon, we have the opportunity to pause and appreciate classified employees from throughout Santa Barbara County who have been selected and named Santa Barbara County classified employees of the year. [APPLAUSE].

[00:16:04]

Susan Salcido: We have over 125 schools throughout Santa Barbara County. Number 1, these seven individuals have been selected from amongst them all. Number 2, and I know you all know how this

feels, every one of those 125 schools has its own climate, it has its own culture, it has its own energy. You can feel it when you walk onto those campuses. It has its own atmosphere.

[00:16:35]

Susan Salcido: I sincerely believe that our classified staff set that barometer for the school and for the community. Often, it's the classified employees that students contact first in their school day. When students are greeted by their bus driver at the corner on the way to school, it's that bus driver's fist bump, or the elbow bump, or that greeting that can set that student for their day.

[00:17:09]

Susan Salcido: If you've ever stood inside a schools office, front office and observed [NOISE] the office manager for 7.5 minutes, you will see them taking calls about absences. A child will come in because they lost their tooth. A parent signing out their student for a doctor's appointment. They're helping with a new substitute get oriented to the school campus.

[00:17:34]

Susan Salcido: They look up and they welcome you so generously and so kindly no matter what they're doing in that moment when you walk through that door. Classified employees help our children get to school on time. They keep our plumbing, and our electricity, and our internet connectivity working.

[00:17:55]

Susan Salcido: They work side-by-side with students who require special physical and emotional and learning needs. They keep our schools beautiful, and inviting, and clean, and sparkling, and safe, and ready for learning. They help students be safe, stay healthy, and well nourished.

[00:18:17]

Susan Salcido: They ensure that our paychecks get into our bank accounts without a glitch and on time. We pay our rent, we stock our refrigerators, and we provide for our families. In short, they do it well. I think it goes beyond competence and kindness.

[00:18:35]

Susan Salcido: I think they do it all because they love children and students, their families, their school, and their communities. Over this past weekend, I want to share with you, I took 45 minutes out and watched the documentary from a rock band that was established in 1962, 60 years ago, The Rolling Stones. [LAUGHTER]

[00:19:00]

Susan Salcido: Something I noticed was that Mick Jagger, he often gets that spotlight and he has the moves and the swagger, and he knows he's the front person, Mick Jagger of the Rolling Stones. But it's not called Mick Jagger and the Rolling Stones, is just the Rolling Stones.

[00:19:19]

Susan Salcido: The Rolling Stones includes Keith Richards on guitar and Ronnie Wood on bass. And you've got rockstars who never asked to be in the spotlight, but without them it just wouldn't be the Rolling Stones. Today, we are in the presence of a band of classified employees of the year, rockstars.

[00:19:40]

Susan Salcido: You set that barometer, that beat and that tone and you keep everyone in step. School would not be if it weren't for you. I imagined it took a lot of encouragement for some of you to come today because you never seek the spotlight nor recognition and might sometimes even avoid it and I'm looking at you all. [LAUGHTER]

[00:20:06]

Susan Salcido: I want to thank you for attending to all the details you needed to to be here today. There were many. I want to thank Dr. Holly Edds, superintendent, Orcutt Union School District. Brad Gitchell, did I get that right?

[00:20:19]

Brad Gitchell: Yes, ma'am.

[00:20:20]

Susan Salcido: Director of maintenance, operations, and transportation for Orcutt. Michelle Fox, principal of Mary Buren School in Guadalupe. I hope I'm not missing the friends and family, but Carmen Jaramillo, who is our SBCEO chair of our Personnel Commission. Thank you, Carmen. I want to thank too our Director of Human Resources, Amy Ramos, who facilitated the process of selecting the finalists from those nominated amongst 20 districts.

[00:20:54]

Susan Salcido: Now, to help recognize each of the Santa Barbara County classified employees of the year, I'd like to invite members of our Board of Education to share a few insights about each recipient.

[00:21:08]

Susan Salcido: The board member will be right here. Bruce Porter is next. He's going to call you up right here. After he makes some comments, he will invite you to say a few words should you wish. With that, Mr. Porter.

[00:21:23]

Bruce Porter: Thank you.

[00:21:23]

Susan Salcido: Thank you.

[00:21:24]

Bruce Porter: Norma Cuevas, are you here, ma'am? Come up, please. [APPLAUSE]

[00:21:45]

Bruce Porter: It's my opportunity to acknowledge Norma as the classified school employee here in the category of a subject near dear to my heart as I am married to a school nurse, in the category of health and student services. Norma serves the health technician at Mary Buren School in Guadalupe for the past 13 years. Her principal, Michelle Fox, who's here today, said that was her pleasure to sing Norma's praises far and wide.

[00:22:14]

Bruce Porter: As we all know, throughout the pandemic schools have dealt with enormous pressures. Michelle said that enormous contributions have been essential to keeping students and staff healthy

and safe. And I'm guessing you spend much time on the staff as you do on the students [LAUGHTER]. Here's how Ms. Fox described Norma, and I quote, "She was a key player in managing COVID cases (and contact tracing I guess). On campus, relied upon to share information with staff and parents in a confident manner. Throughout our school, we've had to reshape routines and practices that had once been second nature. Flexibility and patience have been the skills that are most often asked of our staff and nowhere has this been more true than in our health office. Isolation rooms, PCR test, antigen test, quarantine timelines, data collection and contact tracing consume so much of our day.

[00:23:08]

Bruce Porter: During this time, Norma has been solid and one person who helps to keep this altogether. She's diligent and mindful about ensuring the safety of the students on our campus. Although firm about the task at hand, she is (and I think this is key) always warm and caring." That's the end of the quote. Even when emotions have run high, Norma always finds the right way to finesse the situation and is considered patient when talking with parents and students.

[00:23:40]

Bruce Porter: Ms. Fox said, and I quote again, "As a health technician, Norma regularly engages with students when they come to the office with injuries or illness. Our students may be nervous, scared, or crying when they arrive, but Norma's comforting manner has a calming effect on them all. Let's remember a lot of these kids are creative little kids. They're very appreciative of her help and they show their appreciation in the thank-you notes and pictures that adorn your office wall." That closes the quote.

[00:24:10]

Bruce Porter: Please join me in extending our warmest congratulations for one of the great heroes of the era of COVID and our gratitude to Norma Cuevas. [APPLAUSE] [inaudible 00:24:36]

[00:24:36]

Norma Cuevas: Well, I just want to let you know that it's an honor to receive this recognition. I want to thank you for all those that got this ceremony together. I appreciate that. I want to thank those that believe that I should be here today. Also I have a good friend and co-worker, her name's Erica [inaudible 00:24:55]. She's very helpful and supportive and I want to thank her as well. Thank you. [APPLAUSE].

[00:25:00]

Bruce Porter: I invite Maggi up to be up next.

[00:25:09]

Maggi Daane: Thank you, Mr. Porter. Good afternoon. First of all, I would like to bow to the staff for who's ever idea it was [NOISE] to engage the board in introducing our honorees today. Normally it's their supervisor or the department head. We listen to all the wonderful things, but we sit there, which is flat. Today we get to be engaged and participate in this wonderful recognition. I'd like to invite up Kim Domingues. [APPLAUSE]. Hi, Kim.

[00:25:41]

Kim Domingues: Hi.

[00:25:53]

Maggi Daane: Kim Domingues is from the Orcutt Union School District. She is the classified school employee of the year in the category of clerical/administrative. For the past 11 years, Kim has held the role - come here closer - [LAUGHTER] of assistant/office manager at Orcutt Academy High School where she has been described as, "The heart and soul of the office and school." Orcutt Academy High School principal Rhett Carter said Kim helps staff, students, and families, "in a million different ways" to keep the school running successfully.

[00:26:33]

Maggi Daane: "Kim is truly is superior in every single aspect of her job. Over my 20 years in public education, I have worked with some really good administrative assistants. Kim Domingues is hands down the best. She goes above and beyond the call of duty and is a central part what really makes Orcutt Academy High School great." Principal Carter goes on to say that the campus has hundreds of extra curricular activities and events every single year. I quote, "Kim not only attends most of them, she is often helping to organize and run them. There are too many to share here, but as an example is our annual enrollment lottery." [NOISE] Excuse me.

[00:27:16]

Maggi Daane: "Kim works closely with a small team to organize all of the applicants, the drawing the names, and helping to call and register all of those students to attend the school. It is a job that takes months, and Kim has always been at the forefront. Kim even gets her family involved in the school fundraisers by donating food and beverages in support of our students and the many programs that they're involved in at Oregon Academy High School."

[00:27:47]

Maggi Daane: Kim Domingues, we congratulate you and thank you for your continued service to families, students, and staff in her community. [APPLAUSE]

[00:28:07]

Kim Domingues: I just want to say thank you and I'm so honored. I did retire in June so I just feel this was the most wonderful way I could have ended my career. Thank you. [APPLAUSE]

[00:28:27]

Marybeth Carty: Good afternoon. I'm Marybeth Carty and it is my honor to invite up the podium Jane Gallet, Orcutt. [APPLAUSE] Jane is with the Orcutt Union School District. We're here to recognize her today as the classified school employee of the year in the category of paraprofessional. Jane is an instructional aide at Joe Nightingale Elementary School, a position she has held in the district since 2005. But for the past year, she has served as a paraprofessional in the upper elementary moderate to severe special education classroom. Jane was nominated for this award by Meghan Fargen, a program specialist at the district office, who said Jane serves as a shining example of the many critical contributions made by the paraprofessional team. Meghan shared, and I quote, "In a very short period of time, Jane has become indispensable to the program and to the school site. She has stepped up as a leader among the instructional aides in this classroom and has served as a model to all the other instructional aides on the campus. She comes to work every day with a smile on her face radiating [LAUGHTER] positivity at all times." At the direction of the credentialed teachers, Jane runs English language arts and math groups for students with moderate to severe disabilities and she helps to implement behavioral and visual supports through the day. Meghan continues, "Jane is helping to build an inclusive environment and creates opportunities for these impacted students to thrive with their neurotypical peers. She does so in a way that's beneficial to all students, not just those identified as requiring extensive support." We

congratulate and thank Jane Gallet for her dedication and for this well-deserved special recognition. [inaudible 00:30:29] [APPLAUSE]

[00:30:38]

Jane Gallet: Thank you very much. Just like to say it's an honor to receive this award and to be here today. I work with amazing teacher and coworkers who make the job so much easier, along with coffee and chocolate [LAUGHTER] [APPLAUSE]. [NOISE]

[00:31:06]

Michelle de Werd: I would like to invite Jana Graham. [APPLAUSE] Thank you. Thank you.

[00:31:27]

Michelle de Werd: Jana Graham joins us from Orcutt Union School District. I enjoy reading about what you do. Wait till you hear the awesome responsibility that you have in your role we've covered with our children.

[00:31:40]

Michelle de Werd: Jana has served as the district's transportation coordinator for the past five years and is known as someone who leads by example. "She walks the walk," said Brad Gitchell, the district's director of maintenance, operations, and transportation, who nominated Jana for this award.

[00:31:58]

Michelle de Werd: "Jana Graham is responsible for, quite simply, making sure hundreds of our students get to school and get home from school safely each day. She does excellent work with many facets in her position: recruiting and training bus drivers, identifying suitable bus stops, developing a bus schedule, working in transportation for special needs students, collaborating with teachers and school office staff on field trips, and much more."

[00:32:25]

Michelle de Werd: That's a lot. Brad Gitchell said Jana takes great pride in her job well done and can usually "find a way to accomplish any challenge she is given. She will re-create routes in a moment's notice in response to staffing challenges or to meet the ever-changing needs of students throughout the district.

[00:32:45]

Michelle de Werd: I deeply appreciate Jana's dedication and loyalty to our district and the community we serve." Joe Dana, the district's assistant superintendent of educational services said, "Jana deserves special kudos for her heroic efforts to transport foster youth and students experiencing homelessness, so they can remain at their home school even if they move out of the district's attendance area."

[00:33:13]

Michelle de Werd: Joe said, "The research shows that foster youth and students experiencing homelessness have better outcomes when they are not being continually uprooted from their school. Quietly and without very much fanfare, Jana is doing great work with our kids." Please join me in congratulating and giving our warmest appreciation to Jana Graham. [APPLAUSE]

[00:33:44]

Jana Graham: I'm honored. That was really nice. Thank you all for the vote. Brad, thank you. I have a great team and I love my job and I'll continue doing it. So thank you. [APPLAUSE].

[00:34:08]

Joe Howell: My honoree, Chandra Lauer, is not here and after I start reading this, I'm guessing she's somewhere making lunches. [APPLAUSE] When you hear the number it will astound you. She's classified school employee of the year in the category of food and nutrition. She is a food service worker lead at Ernest Righetti High School. She's been in her current position 18 years and has served her district more than 28 years.

[00:34:40]

Joe Howell: When I give this number, you're going to be like, I even said, "Is that a typo?" Like many of her colleagues across the nation, Chandra worked straight through the entire pandemic, including summers, serving 750,000 meals to students during the school closure period. So let's give her a round applause. [APPLAUSE]

[00:35:13]

Joe Howell: I would love to have a graphic of what 750,000 meals look like. Her supervisor, Food Services Director Brook Stephenson, said of Chandra, "She is a strong, silent leader. The calm, steady flow of the kitchen reflects Chandra's calm consistent demeanor and leadership style. Never have I seen her flustered. I admire this in her as does for her staff. During the pandemic when schools began serving all students breakfast and lunch at no cost, Chandra was critical in making that happen smoothly. She also is extremely customer service oriented."

[00:35:56]

Joe Howell: Again, her supervisor states, "Chandra is very in tune with what the kids are eating and is always changing the menu to meet their needs." That alone is a mind-boggling statement.

[00:36:12]

Joe Howell: "The breakfast program in her school has the most participation in the district. The parfaits are a hit. It has been reported that students had been seen selling them." [APPLAUSE] Young entrepreneur trading in parfaits.

[00:36:31]

Joe Howell: Chandra is also in charge of providing meals to Delta, the district's continuing education school. Her role has been significantly more challenging amongst the supply chain shortages and staffing shortages. Through it all, the job gets done.

[00:36:46]

Joe Howell: Our deepest congratulations and gratitude to Chandra Lauer. I'm supposed to end by saying, "Chandra, would you like to say a few words?" [LAUGHTER] No. Then let's give her one more round. [OVERLAPPING] [APPLAUSE]

[00:37:20]

Nadra Ehrman: I wasn't playing when I said it's go time. So, well, Joe and food is hard to follow, but I'm going to do my best here and I have a great school employee to highlight. Unfortunately, our honoree could not be here today as well. So I will read off his information for us to celebrate him.

[00:37:40]

Nadra Ehrman: Ernesto Vela from Orcutt Union School District has served as the site custodian at Olga Reed School and Orcutt Academy, kindergarten through eighth, for the past six years. His supervisor, Principal Jared Banks, nominated him for this recognition, saying that "Mr. Vela goes above and beyond in his role as site custodian, and takes pride in all aspects of his work. Every morning, he makes sure that the campus looks clean and presentable as a place for learning. [BACKGROUND] From clearing walkways to responding to emergency clean-ups, and preparing the site for school events, he can always be counted on."

[00:38:26]

Nadra Ehrman: Principal Banks said, "Ernesto is continually looking for ways to work more efficiently and utilize the time saved to improve areas and components at the school that need attention. He's extremely knowledgeable of the school campus and communicates well with contractors and ground crews as they support the school."

[00:38:47]

Nadra Ehrman: And as someone who's worked on-site at residential property management, having a person on-site that knows where everything is located...you can't do without that. I definitely understand Principal Banks here.

[00:39:02]

Nadra Ehrman: "He anticipates the school events and make sure areas of the campus are set up for events without being asked, and will debrief afterwards to discuss effectiveness and possible improvements". Banks added, "Mr. Vela is a staple of our school and community. Our students and staff know him and love him. His positive relationships with everyone on campus is so evident that this year he was invited to accompany the 6th and 7th graders students to their science camp at Catalina Island as a chaperone."

[00:39:36]

Nadra Ehrman: That is huge because my daughter did not want me to go. [LAUGHTER] She said, no, mom, you stay home this year for 6th-grade camp. "He sees the importance of his role on campus and goes above and beyond in executing it. Not only for fanfare or recognition, but for the inner drive to perform a job well done, that's done right for the kids."

[00:40:01]

Nadra Ehrman: Office Manager Kathleen Stevenson said it best by saying, "Not all heroes wear capes, but some don work boots and massive key rings." [LAUGHTER] Our warmest congratulations and thank you to Ernesto Vela on this well-deserved recognition. [APPLAUSE]

[00:40:21]

Susan Salcido: I would love to send the certificate back with you Dr. Edds.

[00:40:37]

Judy Frost: Hi, for those who don't know me, I'm Judy Frost, and I'm from North County and it's fantastic to see all of you from Orcutt, Santa Maria, and Guadalupe. [APPLAUSE] Unfortunately, my recipient also is unable to be with us today. His name is Timothy Romine. He's from Orcutt Union School District. He's classified school employee of the year in the category of skilled trades. For the past nine years, Timothy has served as the vehicle and equipment mechanic for the Orcutt Union School District. As the district's

only mechanic, Romine is responsible for keeping all vehicles and equipment owned by the district, operating at the highest possible level.

[00:41:31]

Judy Frost: Sandra Knight, director of fiscal services, nominated Timothy for this award and she said, "His work performance is exceptional and he raises the level of work of those around him. He takes pride in everything that rolls out of his shop and the bullpen, and he does a good job of keeping things neat and orderly inside and outside the shop to reflect the level of care given to our vehicles. In many cases, the name of our district is on the vehicle, and Tim wants to make sure that we can all be proud of that vehicle and that it represents the district well."

[00:42:15]

Judy Frost: Continuing, she shares this anecdote, "Once in a while, Tim has to fill in for a bus driver and drive a bus route. He always changes his clothes from his mechanics uniform to a professional bus driver attire to reflect the pride in the job he needs to accomplish that day."

[00:42:38]

Judy Frost: She added, "Tim teaches and leads with a calm and patient demeanor, taking the time to explain things to the drivers and employees in all the departments. You never have to worry about Tim losing his patience or not having time to explain something properly."

[00:43:01]

Judy Frost: A very special shout out today for Timothy for not only being one of our county classified employees of the year, but also being recognized as the 2022 California classified school employee of the year awarded in the skilled trades category, what a well-deserved recognition.

[00:43:24]

Judy Frost: [APPLAUSE] Now, we're going to close our presentation by acknowledging and thanking all of our awardees, whether here or not, and their colleagues and family members who joined them here today to be present for this moment.

[00:43:51]

Judy Frost: At this time, I'd like to pause the meeting just for a second and ask that the classified employees and those that are here with them, collect your belongings and follow our photographer, Luis Medina, outside where he'll provide you with directions about photos that we'd like to be sure to capture today.

[00:44:12]

Judy Frost: Once again, congratulations and our most sincere thank you for your service to our schools, staff, and students and families. Thank you. [APPLAUSE]

[00:44:38]

Judy Frost: Are we back in order? I think we are. [NOISE] I asked Susan if she would let me introduce Rachael since we have a little bit of history. You might know her as well, Marybeth.

[00:44:54]

Marybeth Carty: I do.

[00:44:54]

Judy Frost: Rachael was a Katherine Harvey Fellow and both Marybeth and I had the pleasure of meeting her, as Nadra was a Katherine Harvey Fellow. We've had some conversations previously and we're on the same page when it comes to the significance of mental health in our youth and how it affects their learning and their education and their lives.

[00:45:24]

Judy Frost: So would you like to take it from here, Rachael?

[00:45:27]

Rachael Steidl: Thank you, I'd love to. Thank you for having me. I think the last time I presented to a school board was when my kids were in elementary school and the whole school food initiative was happening with Orfalea.

[00:45:37]

Rachael Steidl: I've forgotten how to do this, and I've forgotten how to do anything in person. [LAUGHTER] I'm a little discombobulated.

[00:45:46]

Rachael Steidl: I have slides, but I think you all have packets too, so I'm just going to just quickly just give you an overview of what YouthWell is, and I will probably be out of sync with my slides because that's how I talk.

[00:45:59]

Rachael Steidl: But YouthWell was started seven years ago, and I wasn't trying to start another non-profit in our community. I'm very aware that we have more than enough.

[00:46:10]

Rachael Steidl: But I was really inspired seven years ago to bring our county together and really South County at the time to talk about where the gaps in services were for our youth and mental health, and how we could be working more in collaboration and less in silos. I know there's so much good work going on in our community to do more collaborative work, but the reality is when people get going, we go back to our own bubbles. So, when we started meeting, it was really just start having those conversations. Now fast forward into the pandemic, and the silver lining for us was that we were for the first time able to serve the whole county. We will continue to do everything virtually because we can serve the whole county now.

[00:46:54]

Rachael Steidl: I was hesitant for a long time to say that we were doing that because I know so often Mid and North County feel like these step children in our county with the leftover services. I wanted to make sure that we were really including them in the conversation.

[00:47:07]

Rachael Steidl: Our collaborative now meets quarterly. It's made up of school districts, providers, Probation, law enforcement, the medical community. And the reason being is that we all have a part in this. Then, of course, working with youth and parents to make sure that we're understanding what the needs are.

[00:47:25]

Rachael Steidl: One of the challenges that I had with this is making sure that we're including all youth. When I first started this conversation, I was constantly hearing, "Oh, we have that. We provide that. We do that." But the reality is there are so many barriers to service in our community for those with insurance and those without insurance.

[00:47:46]

Rachael Steidl: Often those with have you been less access. And it doesn't mean that we change how we're doing things necessarily, but we really have to be aware of how many kids are not able to access. The other issue has been, as we all know, there's waiting lists everywhere.

[00:48:00]

Rachael Steidl: Our focus with Youth Well, is early intervention, and we have a lot going on in our community around crisis, and that will always have to take precedent, absolutely.

[00:48:11]

Rachael Steidl: But we have to make sure that if we're asking young people to ask for support early, that we are able to give it to them. Too often, I've heard over the years, that when young people go to ask for support, they are either told, "You're not bad enough," or, "We have a waiting list and we just can't prioritize you right now."

[00:48:33]

Rachael Steidl: That's really confusing when we're doing all of this education around why it's so important to ask for help.

[00:48:39]

Rachael Steidl: One of our campaigns this year has been our mental health matters, and it goes back to just normalizing the conversation around mental health. I've been wanting to do this for years, but the feedback I've gotten for a long time was we can't do this until we actually have a place to send people.

[00:49:04]

Rachael Steidl: We started a resource directory a year-and-a-half ago. It's the only online directory we have of all of the organizations, therapists, and services in our county.

[00:49:16]

Rachael Steidl: It's everything from wellness to crisis because we know that a lot of our youth don't necessarily need therapy. We know a lot of our youth are feeling isolated, disconnected, and need to figure out how to connect with something.

[00:49:28]

Rachael Steidl: Sometimes even being put into a leadership program can be a great way. Sometimes volunteer opportunity. We're trying to make sure everything's covered.

[00:49:36]

Rachael Steidl: The benefit for the school districts, that we've gotten feedback on over the years, is that they can't give recommendations out to the private sector, and so by having everything housed in one place under YouthWell, and that being a non-profit, they can make recommendations to the directory.

[00:49:54]

Rachael Steidl: It also means that we only have one directory to manage for our county. We also have a community calendar and that is filled with support groups and educational opportunities. Another thing I'm a big believer in is education, which is why I'm here.

[00:50:10]

Rachael Steidl: So we are not going to get more services that much more rapidly, as much as we all want them. We're still going to be lacking in therapists and psychiatrists and some of those things. But we can empower students and parents, and we can do that by giving them tools and helping them think outside the box.

[00:50:28]

Rachael Steidl: I had a young person, a young mom called me a couple of months ago whose daughter was 10 years old. She was getting therapy, but she said it's just not working. She's acting out, so she's very physical. We're trying to figure out some other ideas.

[00:50:43]

Rachael Steidl: We talked about just things like martial arts, going somewhere where she can learn positive ways to control her body. To me, that's where we have to keep thinking outside the box. I'm going to go back here for one second. Behavioral health linkages team is another thing that we launched this last year.

[00:51:01]

Rachael Steidl: I just have to say, it has been so much fun getting to work with Susan and the County Education Office and Bridget because they've been so on board with thinking outside the box and getting creative of how we support our school districts. And so one of those things was talking a few years ago - I can't believe it's been that long now - about this idea of having resource navigators for our different districts. That's been a partnership with County BeWell.

[00:51:27]

Rachael Steidl: One of the things I was aware of though, is that often when I'm talking to resource navigators or school counselors, is they are, 1) trying to meet the needs of the people in front of them. Having the conversations, supporting them. To take the time to have to go find everything and to have to understand all the resources is overwhelming.

[00:51:47]

Rachael Steidl: And they often don't feel educated on what's available in the community. And with that, even on the school campuses, I've often heard from the teachers and counselors, they know that there's off-campus services, but they aren't even sure what they are or who provides them.

[00:52:01]

Rachael Steidl: The behavioral health linkages team now has been meeting for the last year-and-a-half, once a month. We have about 40 navigators who show up, and again, it's Probation officers, school counselors, providers doing the resource navigating, the navigating team through the County Education Office, and we are doing training on those to provide them more education to understand.

[00:52:23]

Rachael Steidl: We have themes that we tackle and then we're also doing a lot of discussion to really listen to them and find out what the obstacles are that they continue to see so that we can figure out how to combat those too.

[00:52:34]

Rachael Steidl: That's been an amazing group to work with, and I've told Susan and Bridget, that team, it's one of the first collaboratives I've been a part of where it truly feels like an amazing collaboration. The three of us that meet on a regular basis, it's just been very seamless.

[00:52:53]

Rachael Steidl: The rack cards are something that came out just a month ago that we've been working on for the last few months, and I think you guys all have a packet of them. There are seven styles and 11 cards, and the reason for these is that we are on so many calls and so many community meetings, listening to the challenges. It goes back to, I'm going to say it again, education. One call I was on was listening to a psychiatrist talk about his frustration. The parents just don't understand that they only get 15 minutes. I've heard this over and over and I just said, let's just pause for a second and just think about that. When parents' kids are going on medication for the first time and they're not familiar with this, it is scary.

[00:53:39]

Rachael Steidl: When you're told you get 15 minutes and you're not sure what the outcome is going to be with all of this, let's figure out how to educate them and help them understand why it's important for them to have a relationship with their therapist and how those people work together. Another was a situation from the school district, and the hospital talking about what it looks like after a suicide attempt for a child to come out of the hospital and parents again not know where to go, especially when kids are sent out of the county. This idea was, let's put together checklists.

[00:54:11]

Rachael Steidl: Let's encourage parents to reach out instead of going underground with shame and trying to hide it. Let's encourage them to reach out to their pediatrician and to their school and get a support team around them. I've been working with a lot of youth over the last five years with a program called the Wellness Connection.

[00:54:33]

Rachael Steidl: In that, we teach kids how important it is to have trusted adults. We don't want them taking on all the responsibility of their peers, which is what they are so often likely to do. About five months ago, I got a call from four of the kids that I worked with that are all the way at colleges now, all over. They had a friend they were really worried about in Santa Barbara. They said, Rachael, you told us to call a trusted adult. It's 5 o'clock on a Friday night and I think we were on the phone until 10:30 that night. But I was so proud of them because they reached out and I said, okay, let's make that call together. You guys will do all the reporting and I'll be there to help you. Again, all of our organizations have best intentions, but people get to capacity. We have waiting lists. We don't have enough staff. So often I find that kids and parents are getting these very checklist responses. In this situation, the kids were immediately shut down with, oh, your friend's over 18, there's nothing you can do. But that's not true. These same kids that had SAFTY come tell them and report at one of their meetings exactly what they can do and that they can call anytime about anyone they're worried and a report can be made.

[00:55:38]

Rachael Steidl: We talked more about that. And I actually, after this whole process was done, met with our sheriff department, the access line, our safety hotline. We had a really constructive conversation about what could change, what could get better. But also maybe there's a way we can guide people through and give them actually the words to use on a call, and where they can be a little bit more pushing and ask for things and explain what a welfare check is and explain what you might request.

[00:56:03]

Rachael Steidl: Then the other cards are just fun cards to open up conversations. One that we like to give to parents about how listening is a little bit better than talking. One I've had to learn myself. And how often would we want to go in and fix it - we're not helping the situation. So that's one of them. Then the other ones are around spending less time on your devices, how to manage healthy friendships and relationships. What's exciting is we printed 36,000 of them a month ago and I panicked, [LAUGHTER] when they all arrived, going, oh, my God, how are we going to get these out? Santa Maria Joint Unified already ordered 11,000 of them. The County just ordered 22,000 of them. We've got them going out in so many different ways now, so I'm really excited to see this. Again, it's us doing the behind the scenes work. No logos are on here. It's not representing an organization, but what is on there at the very bottom is that they can use the directory as a resource to find more information.

[00:57:04]

Rachael Steidl: We also put on wellness workshops once a month. We started doing those quarterly at Decker's before the pandemic and they were aimed at parents. When we went into the pandemic, we had parents calling and just saying is there anything you can do to start bringing our kids together? We started doing virtual ones and we decided to do it for both parents and youth. I'm just a big believer that if we're learning together, we can open up that conversation and it makes it easier for parents to talk about this with their kids. We do it around a lot of general topics that anyone can come into, and that more people are apt to show up for. So, rather than, in my opinion, scaring them away with saying it's a suicide awareness workshop or a cyberbullying workshop where people go, oh, it's not that bad, I don't think this applies to me. These are everyday topics. The kids are telling us what they're dealing with. And at the end of all those workshops, we make sure we also have the providers on the call, sharing what the resources are. For instance, the body positive one. We have so many kids reporting about eating disorders right now, so we had Jenny Schatzle, I don't know if any of you are familiar with her, but she did [LAUGHTER] a really great job talking about just how many people struggle with just everyday body image. We had a young college student on who explained her whole experience with that. Then we also had a nutritionist on to talk about, then, later on, what you might recognize, what to look for in someone who might be struggling and what are the resources we have available.

[00:58:34]

Rachael Steidl: This is the part I am excited to share, which is how we can continue to work together to do this. We're trying to work as much as we can with our school districts to talk to them about adding links to their resource websites, providing the rack cards, encouraging people to come to the workshops. One of the things with the workshops that I found, and I shared this on a conversation earlier, is that I put my parent hat on so much when I do this work, and so when I am designing things, I'm thinking about what parents and families have time for. I was hearing a lot of grumbling from schools that every time they hosted a special workshop for parents or an assembly, nobody was showing up at 5 o'clock at night on a Monday. [LAUGHTER].

[00:59:16]

Rachael Steidl: I was getting frustrated because I see how many parents want support, but they can't get out the door when they're doing carpools and sports and dinners. I also see how frustrating it is as a parent when you show up to something, even PTA meetings, and only 10 other people show up. We're trying to get, we typically have about 200 people showing up for the workshops. Last year, a teacher in Carp, because they're 4:30 to 6:00 on a Sunday afternoon, a teacher in Carp had his class there, one of the middle schools. It was the cutest thing. We were doing Q&A, all of a sudden we realized there was a whole group of them. And he's been on my list to reach out to of how he got his kids to come in on a Sunday afternoon to do this with him. But it's been neat to see. Then we have some groups like NCL and Boys Charity who are getting their groups to come together and do it, and families coming and attending.

[01:00:08]

Rachael Steidl: This is another thing. I went and spent some time on our different websites. One of the things that I know as a parent is that typically a lot of parents, too, when they're a little bit unsure about who to ask, will visit websites before they will go to staff, and so a lot of our websites for our school districts have either outdated information, which is hard to keep up, or they have very limited information. An example on the left side, that I was to talk about, is, I think it's important that we're making sure that we're changing the verbiage on our websites to not say "crisis" if we really want to encourage people to step into this early and change it to "mental health and wellness services."

[01:00:49]

Rachael Steidl: The other thing is, considering, on the right side, is an idea of how to lay that on the site, is looking at maybe encouraging the schools to do more to list their on-campus programs. I worked with a lot of our school districts over the years, and I constantly hear from teachers, parents, and teens when I'm on the campus: Do you know where such and such is? Do you know if we have this? Do you know if I'm allowed to make a referral to this? I'm visiting their campus. What I've said to some of our superintendents when we talked about like it's the best-kept secret. We put these programs on campus and then nobody knows about them. Their response is, and I get it, we don't have enough capacity. My feeling, and I really think this is so important, is we're better off over educating knowing we might have to say to people, we might not be able to get you in, but we want you to know this is taking place. We have these services on campus so people know what to ask for.

[01:01:48]

Rachael Steidl: If you have Pacific Pride coming on or an FSA therapist, let people know. If you have clubs on campus, there's so many ways for us to connect kids. To really make sure that we're listing what's on campus, and then with the community resources, in the essence of time, to look at either putting them only on the district sites, or on the county education site so that those can be updated on a regular basis. But you're not updating 50 sites now, you're only updating one. That is more on the campaign. This is just a little bit, and I'll probably just stop here, [NOISE] on our goals of what we hope to achieve as a collaborative in our community. That is it. I think. Any questions? [OVERLAPPING]

[01:02:34]

Judy Frost: Marybeth?

[01:02:35]

Marybeth Carty: First of all, thank you, Rachael. You just leaned into the subject in a way that no one else has ever approached it, so comprehensively and so respectful [NOISE] and I think it's special for the fact that you are so collegial that allows you access to districts and those protected places. [LAUGHTER]

But yes, I think things are happening in a way that they weren't before. The one question I have for you is, can you just talk a little bit about the role of youth voice in your efforts and your peer-to-peer?

[01:03:06]

Rachael Steidl: Yes. I didn't even mention that, so thank you.

[01:03:09]

Maggi Daane: Would you repeat the question? It's hard to hear Marybeth.

[01:03:12]

Marybeth Carty: I'm sorry. [OVERLAPPING] [LAUGHTER] I was asking Rachael about the role of youth voice and the peer-to-peer model that she uses [NOISE] and she's going to tell us about that.

[01:03:23]

Rachael Steidl: When YouthWell first started, I had started a program on all of [NOISE] our Santa Barbara Unified campuses and out in Carpinteria, both on the middle school and high school in Carpinteria, and it was called the Wellness Connection and I designed it for the Mental Wellness Center.

[01:03:36]

Rachael Steidl: The first year we started it, I was working with a group of freshmen who were so excited, at San Marcos, and then we had a suicide attempt. They literally had a staff member go up to them and say, what do you guys going to do about this? They called me and they said, Rachael, we really care about this, but we have no idea what we're doing. From that point on, I started facilitating those every week on six campuses. We also developed a council that we met with once a month. We had about 50 kids coming to those club meetings on each campus, and then we brought together about four or five kids from every campus for a monthly council meeting on a Sunday afternoon.

[01:04:14]

Rachael Steidl: I, again, come from a real leadership perspective because I feel like if we made it all too touchy feely, too heavy, we turn kids away. It was great. After the first year, we were talking about it and I asked the kids for a lot of feedback on what was working, what wasn't, and they were like, Rachael, it's so heavy. I just got this feedback the other night actually. It's so heavy to do all of this suicide awareness and bullying, blah-blah-blah, and then we have to go back to our classrooms. After that, we flipped the message. Every month we have themes, but we did the positive side. In October, [NOISE] for bullying awareness, we did what's it mean to be an upstander. We talked about bullying, but we came at it from a more positive space.

[01:04:54]

Rachael Steidl: In September when it's suicide awareness month, we did a you [NOISE] matter month. Again, talked about suicide awareness, but focused on self-care tools. One of the things that I continue to hear with kids, and to your question, that has informed so much of the work we've done, and that's really how YouthWell evolved over those five years, was their input. We had a lot of those kids give presentation to all of the collaborative because after four years watching these kids go through, they had become so [NOISE] articulate in talking about this. They presented at some of their PTAs so that they understood what was going on, and they talked about what works, what doesn't work, and what they'd like to see more of.

[01:05:37]

Rachael Steidl: One of the things that we've talked a lot about, is the trust piece. It's not enough for us to say we have programs on campus. The other night, we had a listening tour with 10 kids in high school, and they were sharing the same things that I was hearing seven years ago, which is they say there's all this big push at the very beginning of the year, and then it just dies off. They say that everybody on campus is a trusted adult, but we don't see our teachers talking about it. When I push them more, what does make a trusted adult on campus, they'll say it's the teacher who actually starts the beginning of a class with something as simple as a breathing exercise or a five-minute journal prompt where it's like, oh, they're not just saying it, they get it.

[01:06:24]

Rachael Steidl: There was Signs of Suicide got implemented in Santa Barbara Unified [NOISE] a few years ago, and there was a teacher, when they were implementing it, they said to the kids, we don't have time for this, but we've got to do it. Again, I know, and I feel so much for the schools, it's academics and that's where we need to be, but when we're telling the kids we care about this and the mixed message they're getting is, but it's inconvenient, that's the challenge. I am constantly talking to youth. I've also [LAUGHTER] been taking on a lot of interns. We have about 10 interns at a time every quarter, and, it's interesting, high school and college students. They're informing us a lot, which has been great. When we did those rack cards, they were the ones on the coordinated care one who said, can you put more language in here about what youths rights are [NOISE] in terms of getting therapy and confidentiality?

[01:07:21]

Rachael Steidl: Every single one had to be passed by the kids as well. I am a huge believer that we are getting as much youth input and bringing in groups like AHA, Just Communities is not around anymore, but we've worked with a lot of the different groups in Santa Barbara who have youth. We're trying to work more with the leadership groups on campus too because I think it's really important to combine the leadership with the clubs that are doing this kind of work. We've got some great LGBTQ clubs, but often it's like for this small group of five people, and we don't really have anybody who's seeing what we're doing or supporting it.

[01:07:56]

Marybeth Carty: Thank you.

[01:08:00]

Bruce Porter: I have two questions. Number 1, and it might be answered by a staff member, is - What has this program meant for our kids in county schools, in court and community schools? And also, at the beginning of your talk, you talked a little bit about North County, but when you look at the advisory board - and Susan, thank you for sitting on it - but everybody is from Santa Barbara or the South Coast, it would appear anyway, looking at the names.

[01:08:26]

Rachael Steidl: Yes. Judy. [LAUGHTER]

[01:08:31]

Bruce Porter: Santa Barbara City College and Cottage, that's great, but what about Dignity?

[01:08:33]

Judy Frost: There may be some silence... [OVERLAPPING] [LAUGHTER]

[01:08:35]

Rachael Steidl: Okay, so this is on here. I'm going to just bring this up really quick while i answer your question. Here we go. This is the list of our partners. Our advisory board, you're right, is South County and we do need to expand that. That's the wrong page.

[01:09:02]

Rachael Steidl: Here we go. This is our actual partner group and one that's not on here that just joined is Orcutt as well. Our advisory board, as Susan can tell you, is very small piece. They're the oversight to make sure we're staying on track. We meet quarterly. We also have a fiscal sponsor, which is Community Partners, so that we can keep all of our overhead really low. Our collaborative is really who we consider our partners in how we're doing all of this and informing us and complaining to us and telling us how we can all do it better together.

[01:09:43]

Rachael Steidl: Just in the last year, I would say, or actually lasts even six months, I would say we've added another 10 north and mid-county organizations. It's been challenging with the pandemic. More and more people have been getting on. But I personally have not taken time yet, and I'm going to, to go spend some time up in north county and mid-county and actually visiting the sites. I did that a few years ago with the Mental Health First Aid, and it was rewarding because, like Carpinteria and Goleta here, there are such differences between Guadalupe and Santa Maria. I do want to make sure that we're doing that.

[01:10:15]

Rachael Steidl: The behavioral health linkages team that meets monthly has a lot of representation from North County. That has been one group that's meeting where we have a lot more people coming on every month and asking if they can get added to the distribution. We are going to continue to be really intentional about that. Your other question I wasn't completely clear on. About our programs?

[01:10:40]

Bruce Porter: We have students who are not in another district. They are in our direct students. Are we able to utilize YouthWell, or do we have a need for YouthWell?

[01:10:48]

Bridget Baublits: Yes, we have a link with YouthWell. Our CFRS team meets, is this instrumental in the behavioral health linkages team and through the navigation process, through the grant that we hold with BeWell, the mental health service. All of our students at FitzGerald were meeting this last year. They were holding groups multiple times and actually have additional groups. Those students are getting direct services through that grant.

[01:11:15]

Bridget Baublits: YouthWell doesn't provide direct services. It's this collaboration. Our mental health staff and team are all integrated into what is happening there at BeWell. I attend the collaborative meetings. My new coordinator is attending those collaborative meetings. So we're all very much in synch.

[01:11:35]

Bruce Porter: Great. Thanks.

[01:11:38]

Rachael Steidl: The other thing I would say is that I'm trying to figure this piece out. We had a long conversation with Orcutt the other day because they want some individual assemblies on their campuses, but just outside of the realm of what we're doing. Then also the idea of getting these Wellness Connections started, and there were some schools in Santa Maria who had started, asked about that. We are looking at how we can start to provide more support. We have a very small staff of about one and a half FTEs. [LAUGHTER] But I love being able to respond in the moment to whatever the need is, so we're trying to get more creative how we can do that. Hi, Joe.

[01:12:15]

Joe Howell: Unsolicited support for Rachael and everything she's doing.

[01:12:20]

Joe Howell: Yeah.

[01:12:20]

Joe Howell: All of you, I know, if you're aware, you see different groups, different constituencies, you see people that just keep popping up in different places. One of them is Rachael Steidl. [LAUGHTER] I'll take you on a quick story that had to be at least 20 years ago. It was an indicator 20 years ago how good she is at her job and dealing with people. It was at event of directors of various races, running events.

[01:12:53]

Joe Howell: Rachael was there with our friend Jamie and people are picking dates. A guy, of course, it had to be a guy, who is trying to convince Rachael, she's got to move the date for her event. Rachael said, "Well see, ours is a Mother's Day [LAUGHTER] 5K and we're doing it on Mother's Day." [LAUGHTER] He said, "I know, I know, but I had that date first." [LAUGHTER] It was hilarious. The fact that you didn't get up and strangled the guy, [LAUGHTER] which I wanted to. [LAUGHTER] That was a long time ago. But I also want to remind all of us, and I was thinking about it. In a Zoom meeting, you know when we have Zoom meetings and there are kids talking, speaking. Was your daughter speaking or singing?

[01:13:47]

Rachael Steidl: My daughter sang at one of the teacher appreciations two years ago.

[01:13:52]

Joe Howell: One of the best things - it's great to look at the kids, but then if you identify a parent who's smiling and happier than the kid, and that was Rachael. [LAUGHTER] So you're doing great work.

[01:14:05]

Rachael Steidl: Thank you.

[01:14:05]

Joe Howell: I love the fact that you keep popping up. [LAUGHTER]

[01:14:09]

Rachael Steidl: I think sometimes people in the collaborative wish I'd stopped popping. [LAUGHTER] Yes.

[01:14:16]

Nadra Ehrman: Well, first, I just wanted to say thank you for all your wonderful work. Just the takeaways from your presentation is just how comprehensive the program is, how empowering the focus on communication, and how innovative. I really, really appreciate that you're bringing this into the community. Part of some of the questions that were running around - in terms of evidence-based practices, can you speak more to how...I know you have all the answers to the question I have. [LAUGHTER] I'm interested in your take on these things. Then also how generational trauma or being a part of a member of an underserved community and how that affects mental health and how that component is being integrated into your program?

[01:15:07]

Rachael Steidl: You might have to repeat the second one to make sure I come back at it. But as far as evidenced-based, two things I'm going to say. One is the benefit of why YouthWell exists. Because again, when we first brought everybody together, I really thought this could be housed under another organization. I didn't think we'd be where we are now seven years later. But what I realized and what the collaborative realized is that we're a neutral party. We can push the envelope a little bit more, push things a little bit more, and we're not competing with our partners. We're not trying to provide more services. We want to support all the work that's being done by our partners and support them with a lot of the behind the scenes stuff. [LAUGHTER].

[01:15:49]

Rachael Steidl: Where evidence-based comes up is, I hate data. [LAUGHTER] I know it's important, but I have to tell you one of the motivators for the work I'm doing is that, as Judy said, I was on the Katherine Harvey Fellows. I've sat on boards. I've reviewed other people's grants. I see how data is what drives things all the time and it's not always the best work that's being done. I get frustrated.

[01:16:14]

Rachael Steidl: I think things need to be evidence-based. I think they need to be quality, but I don't think we sometimes spend enough time asking the youth and the families what their experiences are and really trying to understand. The Wellness Connection, for example, we did it for five years and it wasn't evidence-based. It evolved every single year based on what I was learning from the kids. It was good. It was strong. We had an incredible turnout and I saw the tools these kids were learning. But it was in response to everything that we're getting.

[01:16:44]

Rachael Steidl: We had another school district spend a lot of money and I supported them in it, but to bring in an evidence-based program that...\$30,000 alone just went to training. I struggle sometimes with that because I see sometimes are county bringing these out of county resources in that really look good on paper and they're great for presenting, but I don't always think they're the best.

[01:17:08]

Rachael Steidl: When this program...I was at a training around the same time this was happening and I asked a couple of the people on this who said they had it on their campuses. They said it was great when the money was there, but when the money wasn't, it just went away. I guess for me I spend more time looking at how do we make things sustainable because we're really responding. We're talking to staff. We're talking to kids. We're talking to parents as opposed to this is evidenced-based, we've got money for it for two years and then we'll just figure it out. Just like I'm a big believer that our schools need to be partnering with a funding with our organizations, that everybody has got to have some skin in the game.

It's got to be more than just saying, yeah, we want mental health services. We've got to work together to get them on the campus. I hope that answers your question.

[01:17:54]

Nadra Ehrman: I appreciate you explaining that because that's why your program is as wonderful as it is, really, you're listening to your community that you're working with to get the answers that you need.

[01:18:10]

Rachael Steidl: To that point, I was on a...Cottage is doing a listening tour and we've been doing a lot of work with them, and so I convened all these youth that I mentioned earlier to be on this call the other night and UCSB had their set questions they were asking and they were great questions. But listening to the kids' answers, I kept messaging that the interviewers saying, can I just ask me a couple of follow-ups. I don't want to mess with your data, but the reality is they're providing some really good information. We need to follow them. We can't just go back to our set 10 questions. We need to go, you've said this, let's learn right now while we have you here.

[01:18:47]

Rachael Steidl: As far as our marginalized communities. Ask me your question one more time.

[01:18:53]

Nadra Ehrman: No problem. I was just asking how the idea or the components of generational trauma are, and underserved communities, fit in to your mental health model.

[01:19:06]

Rachael Steidl: That, again, is where I feel like we rely a lot on our partners. I have loved working with the Promotores Network. They are, as you all know, just the loveliest group of people, and to me they are an example of what it means to be looking at what's in front of you and tackling it in the moment.

[01:19:22]

Rachael Steidl: We depend a lot on the behavioral health linkages team, the people who are showing up representing these different populations and helping us understand what we need to be doing better and how we address these. We're working a lot with the county, I'm serving on some of their committees, with all the ACEs Aware work that's being done.

[01:19:43]

Rachael Steidl: Again, ACEs Aware is amazing. We need all of the work that's being done around that. But I've also brought up a few times, because I'm working with the older kids, which is a lot of our kids haven't had trauma either. We have both extremes. When we're only talking about ACEs and we're not talking about other reasons people struggle with mental health challenges, then we have less kids feeling like they can show up.

[01:20:08]

Rachael Steidl: I've had a lot of kids who have talked to over the years who have been either shut down by their own parents. Were told when they ask for support, it's not serious enough. I think we need to again, eliminate the stigma by realizing there's so many different ways this can come up for people. We need to make sure we have all the right partners at the table.

[01:20:27]

Rachael Steidl: As much as we need to have North and Mid-County represented, we need to make sure all of our marginalized communities are also represented.

[01:20:37]

Judy Frost: Okay. Rachel, thank you. [OVERLAPPING] [APPLAUSE]

[01:20:47]

Judy Frost: [APPLAUSE] It was great to see you again. [OVERLAPPING] I have a feeling... [OVERLAPPING]

[01:20:51]

Rachael Steidl: Judy, I am going to be calling you. [LAUGHTER]

[01:20:53]

Judy Frost: You have my number.

[01:20:56]

FEMALE_1: Thank you.

[01:20:58]

Judy Frost: Now we will go to Dr. Salcido for the superintendent's report.

[01:21:02]

Susan Salcido: Thank you so much. I have a lengthy report within your board book and I wanted to add a few comments today as well. In the future, as long as we have the information, I'll include it in the board book. But the first one I'd like to do is give you an update on some numbers within our school programs, Juvenile Court and Community Schools, and our Special Education, and Early Care and Education. But before I give you that update, let me just pause on the report itself and see if there were any questions or need for clarification from any of the board members related to what's in the report. Yes, Maggi.

[01:21:42]

Maggi Daane: On the TIP program.

[01:21:44]

Susan Salcido: Yes.

[01:21:44]

Maggi Daane: There are approximately 215 first and second year teachers in the TIP program this year. Is this typical, or is this a higher number due to attrition, and retirements, and COVID, and all of the above?

[01:21:59]

Susan Salcido: We have hundreds within our program, and we actually have just a few fewer now, because Santa Maria-Bonita will be beginning to operate their own TIP program. Ellen, let me see if you have, fill in any details there.

[01:22:14]

Ellen Barger: These numbers are pretty typical and the ratios for the number of districts are pretty typical as well.

[01:22:24]

Maggi Daane: I just couldn't remember.

[01:22:25]

Ellen Barger: We do have a few districts that do have very high numbers of new teachers. Carpinteria is one of those that about 40 percent of their teachers are in year 1, or year 2, or year 3.

[01:22:43]

Susan Salcido: Thank you for your question.

[01:22:45]

Maggi Daane: I appreciate it.

[01:22:46]

Susan Salcido: Others?

[01:22:48]

Bruce Porter: Your comments are always the best part of the board packet. [LAUGHTER]

[01:22:50]

Susan Salcido: Oh, gosh.

[01:22:52]

Bruce Porter: Hundreds of pages of policies and [LAUGHTER] stuff like that. But your stuff is always very meaty and it's very appreciated.

[01:22:57]

Susan Salcido: Oh, thank you.

[01:22:58]

Bruce Porter: Thank you for your time, good afternoon.

[01:22:59]

Susan Salcido: Thank you so much, I really appreciate it. Well, with that, I'll go ahead and make some of my additional comments, and the first one are the numbers for our Juvenile Court and Community Schools. Educational Services, under Bridget Baublits, our assistant superintendent for Educational Services, and I'll share this for you, Ms. Ehrman, has under it, Juvenile Court and Community Schools and our Early Care and Education Program. Special Education, Kirsten Escobedo is our assistant superintendent, also has some early care, and we'll talk about our numbers in Special Ed as well. I've actually asked Bridget and Kirsten to share the numbers verbally this time and again, next time I'll put it in the packet. So Bridget, thank you.

[01:23:41]

Bridget Baublits: As of today, our current enrollment in the Juvenile Court and Community Schools. At the court schools we have two schools. At Dos Puertas, we have 17 students today, and at Los Robles we have three, so up at the camp there are three students. And then at the Community School, FitzGerald, we currently have seven students: three in junior high school and four in high school. Then, at the Early

Care and Education, we have 282 children in our preschools and our infant and toddler centers to start off the year.

[01:24:13]

Susan Salcido: Thank you Bridget; we appreciate it. Kirsten? Thank you.

[01:24:19]

Kirsten Escobedo: As of yesterday, we are serving a total of 711 students in all of our special education programs countywide. Those programs are broken down into three general types. The first one is our Early Start Programs, sometimes referred to as infants.103, we're currently serving.

[01:24:39]

Kirsten Escobedo: The second type of program is our Direct Service District Program - Montecito, Cold Spring, and Cuyama. 98 students with IEPs in those three districts. Then the third type of program, that's our Regional Programs, and we have three that I'll mention here. Our TK-12 extensive support needs programs - those are students with more significant disabilities, medical needs, et cetera. - sixty-two. Our itinerant vision and deaf and hard of hearing service providers are serving 75 students as of yesterday. And our biggest regional program is our preschool. As of yesterday, we are currently serving 373 students. We expect that that will most likely double by the end of the school year because as children turn three, we assess them to determine eligibility, and then we have some students who are referred over age three, who are also found eligible.

[01:25:41]

Susan Salcido: Thank you, Kirsten [OVERLAPPING] I really appreciate it. Like Kirsten said about the ages thank you so much, Rachael - of three-year-olds as they continue to turn three, in our FitzGerald program, typically we'll have them for junior high and high school. Over the year more and more children will be referred, so that number tends to grow, at the camp and at Dos Puertas. It just constantly changes. It's really hard to tell if there's a gradual increase. It just ebbs and flows throughout the year. Any questions on the numbers? Thank you so much. Four announcements. That was number 1.

[01:26:17]

Susan Salcido: Number 2: At the Santa Barbara County School Boards Association meeting this morning, the School Boards Association Board agreed to host a session for new board candidates who have filed papers, who are interested in serving [NOISE], who could serve to just learn more about what it means to be a board member. The date that was decided upon, and Chelsea Olson Murphy from Lozano Smith will be facilitating the bulk of that meeting, will be on September 21st. It'll be virtual, from 6:00 to 7:15.

[01:26:57]

Susan Salcido: It'll be a combination of presentation along with question and answer. Our team will be inviting all of the individuals who have filed papers, but we'll also be letting the districts know, so the superintendents and sitting board members as well. September 21st, that's number 2.

[01:27:16]

Susan Salcido: Number 3: We have the optional tours of the Juvenile Court and Community Schools programs coming up soon. So really appreciate the responses and I know some of you are still deciding. And based on the spaces we will likely fill in with other staff as well. So it will be SBCEO as well as county board. No more than eight, I think, is total. County Probation notified us yesterday, that they need that proof of vaccination well in advance. It's something new. We thought it was, you bring it the day of, but

really it's a week or so before. Most of our county board members are attending in October, so we'll make sure that we get that and scan it and all of that. But for any board member who is attending next week, or any staff member who will be attending next week, we'll need to get proof of vaccination to Anna, scan it, and we'll send it on. So wanted to make sure that you knew that was a change in announcement there.

[01:28:18]

Susan Salcido: Then the final one is an invitation. Yesterday I had an opportunity to speak with Dr. Peter MacDougall's family. Nadra, Dr. MacDougall would have been sitting right here, and he resigned and now you are sitting right here. I spoke with them and they were very delighted to, that the board had gone through the process to find a match for the trustee area.

[01:28:45]

Susan Salcido: We had spoken as a board about potentially having a recognition or some sort of acknowledgment to welcome him back, and they were very comfortable to have him come in an informal setting for lunch. I wanted to extend an invitation, absolutely optional, and not a board meeting, but prior to the next board meeting, which is October 6th. Your meeting begins at two o'clock. We'll host a lunch here 12:30 to 1:30.

[01:29:18]

Susan Salcido: Doctor McDougall will is available. We'd love to have all of you who are here today, our team at SBCEO, as well as our county board, if you would like to. Please feel no obligation. It's an opportunity for us to sit down and have a meal together, thank him for his service, keep it informal, but yet focus on Doctor McDougall. That date again, October 6th, 12:30 to 1:30. It'll be somewhere here in this building. [LAUGHTER] Keep guessing until then. I will likely ask you in an email just for an RSVP for a quick headcount so that we can order in lunch. With that, let me see if you have any questions or if I can provide any clarifications.

[01:30:03]

Michelle de Werd: On your report...Is that also the date of our board meeting?

[01:30:07]

Susan Salcido: Correct, it's a lunch prior to the board meeting that we would be here in person.

[01:30:12]

Michelle de Werd: The CTE presentation, that was really neat to see. I was wondering if that will be recorded and we could watch that presentation.

[01:30:20]

Susan Salcido: I am not sure if that will be recorded on November 16th to 18th. Bridget, do you know if it is?

[01:30:25]

Bridget Baublits: I do not know at this point. I am going to have to find out and let you know.

[01:30:29]

Michelle de Werd: Okay, that's great, though, that they were selected.

[01:30:32]

Susan Salcido: Very good. Thank you. Back to you madam chair.

[01:30:36]

Judy Frost: Moving right along, we're on the consent agenda now, and we have items 12 through 17 included in that category. May I hear a motion?

[01:30:52]

Joe Howell: So move.

[01:30:52]

Marybeth Carty: I'll second that.

[01:30:53]

FEMALE_2: [inaudible 01:30:53] second.

[01:30:54]

Judy Frost: Any questions? Any items to be pulled? I did want to comment on number 17. I think you've found at your spots when you came in today the essays that accompany the graduation diplomas information so that we will have those. [NOISE]. Well, then I will call for the vote. All those approve accepting the consent agenda?

[01:31:25]

UNKNOWN_1: Aye.

[01:31:26]

Judy Frost: Opposed? And now we're going to move on to our action items, and I can turn the meeting over to the head of our Board Policy meeting, Mr. Porter.

[01:31:40]

Bruce Porter: I'll begin with an apology. I've already been upgraded, and rightfully so, by another board member for putting a 122 board policies. [LAUGHTER]

[01:31:49]

Bruce Porter: Wasn't that many, but it was pretty dog gone close. We have other policies we're still working on, so I thank the committee for working with me on that. But we found these to be either brand-new or so close to the County School Boards Association's template that they were without controversy, and nobody really had any issues with them.

[01:32:11]

Bruce Porter: In addition, a lot of the policies happened three times just because classified, certificated, and administrative. Surely not as many as it looks. Susan even asked maybe we should combine these, but I said, let's stick with the County School Board Association's numbering, just because that's what we decided to do a couple of years ago, staying consistent that.

[01:32:34]

Bruce Porter: It's not as bad as it looks, but it's still a lot. I would ask for any board member, if you ever think there's just too many for you to digest in three days before we had a board meeting, let us know.

I'll be more than happy to call them off, put it on a future agenda, because I want to be fair and give everybody a chance to read through these.

[01:32:51]

Maggi Daane: I would like to ask, since there's an overlap with so many of them, when you first list it, can you also say this also applies to the next category rather than killing so many trees?

[01:33:06]

Bruce Porter: We would much rather you spend a whole lot of time reading before you figure it out, they're the same. No. [LAUGHTER] That's a great idea and we will do that.

[01:33:15]

Maggi Daane: I don't know whether this is not something to be considered but two-sided copying versus a page at a time. I've been meaning to bring that up in the past because it does seem that it would eliminate the amount of paperwork.

[01:33:38]

Bruce Porter: Again, thank you to my fellow committee members and if there's any questions, I'd be happy to answer them or share the question with the other members.

[01:33:46]

Judy Frost: I did want to also mention that there's, on policy BP 50...you're going to draw...5141.21, the last one, that's the one on the Narcan.

[01:34:03]

Bruce Porter: Just so the board knows, that is really different. Right now, we have the ability to use, what's the little stabbing device called?

[01:34:11]

UNKNOWN 1: EpiPen [OVERLAPPING].

[01:34:12]

Bruce Porter: EpiPen, yes. So, that's it. Very common in every school, and a lot of people are trained in those. Narcan is going to parallel the policy that we use with EpiPens. But they are new. Narcan has been used extensively already around the county by the police and fire departments and sheriff's department, and has definitely saved lives. I think it's great that these are coming into the schools, but there's going to be a learning curve. I think Mari, you hosted a...

[01:34:42]

Susan Salcido: Bridget.

[01:34:43]

Bruce Porter: Bridget. A countywide meeting.

[01:34:45]

Bridget Baublits: I did. I hosted a meeting on the 20th of April. I will host another meeting on the 16th of September for public, charter, and private school administrators about preparing for Narcan on campus.

[01:34:59]

Bruce Porter: According to the school nurses, that was very well received and very much appreciated.

[01:35:03]

Bridget Baublits: Thank you.

[01:35:06]

Bruce Porter: That is one thing that's really new, and a lot of parents will be surprised. A lot of administrators are working really hard to make happen inside their schools. There's going to be a lot of training. You don't flip a switch and all of a sudden you have it. There will be excessive training.

[01:35:23]

Maggi Daane: Mr. Porter, as chair of the committee, can I just ask...There were 31 brand new policies and 10 that were revised. What is driving these new policies? Why do we have so many? Is it breaking out prior existing policies to highlight them? I'm not sure I understand why we have so many new ones.

[01:35:50]

Bruce Porter: I would ask, Susan, for your big picture view of that.

[01:35:55]

Susan Salcido: You got it. I think this has been an opportunity, honestly. The Board Policy Committee has been doing some heavy lifting. In that heavy lifting of both revising and ensuring that they're up-to-date, we're finding that there are many other board policies that we don't have included, and never had included. Even with these that have been included, and you saw the table at the front that shows what's coming, they're actually more than that in terms of the Human Resources board policies. But these are the ones that pertain to the county office. I think the reason why they were not included in the past is because typically the personnel matters are really handled within the county superintendent. But we wanted to put them here because it felt appropriate so that an employee could look and say, "What is the board policy around personnel?" So anything related to the county we decided to include. So that's why they're many.

[01:37:01]

Maggi Daane: I'm not shooting holes in it. I just was curious because this is probably, since I came on the board, the biggest board packet that we've received. I picked it out of my mailbox and I went, whoa.

[01:37:15]

Susan Salcido: And especially 72 hours before the board meeting, too. Exactly. Yeah.

[01:37:19]

Maggi Daane: Okay. Thank you.

[01:37:20]

Susan Salcido: Excuse me. Mari, did you want to include anything?

[01:37:22]

Mari Baptista: I just wanted to add one piece to that because the practices that we've always had have always followed all of these policies. They're all driven by legal code. It's really just memorializing that and it's giving us the opportunity to have things documented and make communication more efficient.

[01:37:40]

Susan Salcido: Thank you, Mari. I appreciate it.

[01:37:41]

Maggi Daane: You had warned us about this a while ago. [LAUGHTER] [OVERLAPPING].

[01:37:48]

Judy Frost: One of those left is on the inter-district revision that is still in committee. We're still working on that one. We have a motion and a second and we've had some discussion. Anymore discussion?

[01:38:03]

Susan Salcido: We don't have a motion. [LAUGHTER].

[01:38:07]

Bruce Porter: I'll move to approve our own work.

[01:38:08]

Marybeth Carty: I'll second that.

[01:38:11]

Judy Frost: In that case, I'm ready for a vote. All those in favor, aye?

[01:38:16]

UNKNOWN_1: Aye.

[01:38:17]

Judy Frost: Opposed? Very good. Good job. We got a lot done.

[01:38:25]

Judy Frost: Now we're going to go to the item 19, recording board meetings. We have an attachment that's been prepared and I'm going to turn it over to Dr. Salcido for this part of the presentation.

[01:38:39]

Susan Salcido: Thank you. I submitted a summary so that we can see some different categories of information. The bottom line is, without even looking at the summary, we can get this done and we can get this done with the equipment that we have and the staff that we have with some exceptions that are noted here. In terms of the category of equipment and software, I won't read this to you, the presupposition on this one was that it would be a stationary camera instead of multi-cameras. It's really a basic view.

[01:39:19]

Susan Salcido: So one stationary camera that's on an iPad basically and the mics at the seats. I really don't want to read the notes. I know that you've read them, so I'll just leave it here and ask you to get clarification. But that's really the, we have the equipment and software. There may need to be upgrades soon after, if the board does decide to go in this direction. We're using microphones, for example, that are good, but we might need to upgrade soon. We thought we can make this work.

[01:39:56]

Susan Salcido: The second piece is that we have our team [NOISE] to make this work in terms of audio and we'll modify their schedules to make all of the pre, the post, and the during production work out. The piece that we would need to contract further is to have another interpreter so they can take turns during the whole meeting, so that was the note there. For the public experience, again, there is a bit of a choice here, but I went ahead and made the assumption, the presupposition that if the board chooses to record video, that [NOISE] it will be on Zoom. I mean, that's how you publish it. It's one of the components. So, we could go ahead and have the meeting be live and viewable. But I did have a note here. I think it's really important to say that public comment would need to be made in-person at the board meeting. It wouldn't be a two-way Zoom because that adds a lot more production, and equipment, and all of this kind of thing. I just put that in here and I want it to be very upfront about that if you chose to do that. Then we would have the YouTube host both of the videos, English and Spanish, on the website. So that's that.

[01:41:24]

Susan Salcido: Then, in terms of presentations...that's been brought up, in terms of really great presentations. We had one today from Rachael Steidl. When you have a stationary iPad, it'll be a person from far away presenting. At times, that'll be the view and at other times, like you've been on Zooms before when someone brings up a PowerPoint presentation, that may be the view. Doing it that way requires staff to make that PowerPoint go during that Zoom. It really depends. It'll be one or the other.

[01:41:57]

Susan Salcido: But anyway, those are the experiences for the public. We'll need to come in-person for public comment, but they could view it or they could view it later. Then in terms of ADA and accommodations, that was a point that we needed to punctuate. Of course, we'll make every accommodation as much as we can for anyone that needs extra support, whether it's an individual with a disability or an individual who needs different translation. However, there will be closed captioning by YouTube that is sufficient, in terms of our legal counsel, and then Spanish interpretation will be already provided and then it'll be both here in person, it'll be on the Zoom, and will be recorded in English and Spanish.

[01:42:50]

Susan Salcido: That's the summary and the snapshot. I'd be glad to field any questions that you might have. I'll also look over to Camie Barnwell and see anything else you'd like to add.

[01:43:02]

Camie Barnwell: You covered it perfectly.

[01:43:04]

Susan Salcido: Thank you very much.

[01:43:06]

Joe Howell: Question for Austin. It's been some time ago when we talked about it and you pointed out a couple of ADA considerations that had never crossed by mind. Does this...? I know we have English, closed captioning, Spanish, signing, other languages. I don't know where the obligations or expectations end because they could be unlimited. Does this seem to capture it in terms of good faith ADA compliance?

[01:43:42]

Austin Payne: Yeah, the ADA is always going to be there whether you video-record or not under the Civil Rights Act, which is where a lot of the translation requirements would come from, and the Rehabilitation Act. The bigger lift was probably involved with posting audio online. That can be difficult because there are folks who are deaf and you need to be able to have transcripts and things like that. Video is actually are little bit easier, especially if you already have the transcript.

[01:44:17]

Austin Payne: There's not any real big ADA issue with going to video and posting it. The short answer is if people need accommodations, that they need specific translations, things like that, you're probably going to need to provide that. What video adds to it or what streaming might add to it is that now you're going from what's typically been pretty small audience here and for people who want participate in the board meetings to potentially a bigger audience. You might be opening yourself up to more requests for things like that, which might be a good thing. It's up to you. But just know that when you hit a bigger audience, you might get more requests for things that haven't been requested in the past.

[01:45:02]

Joe Howell: You can't forecast with precision, but, would the nature of the request be afterwards or prior to? I'm just thinking we want to do it right and comply. But would it be someone saying, "Well, I speak 'X' and I would like that accommodation," but they said that afterwards, we could deal with that going forward, or would we have to then interpret, do a language translation for them of something we've already done or is that [OVERLAPPING]?

[01:45:43]

Austin Payne: It probably depends on what they want and what they need, and then what the potential cost is to provide. [OVERLAPPING] If it's a one-time thing, if it's for a 30-minute presentation in a board meeting or something like that, that's a no brainer, I think you go and do everything you can. But if it's going to be a recurring thing, then we might look for other options to how we can accommodate that person.

[01:46:04]

Joe Howell: Okay, thank you.

[01:46:05]

Austin Payne: It's a case by case.

[01:46:13]

Michelle de Werd: Thank you, Susan for preparing all this information. Would this mean, if we vote to approve this, we would drop the audio and the transcription service? Are we going to continue to do that?

[01:46:25]

Susan Salcido: My assumption was that it would be dropped because the audio would be provided with the video, so I would, I would say yes.

[01:46:34]

Michelle de Werd: Okay. It's live stream and would that YouTube video be available right after the meeting? I mean, there was a delay with the audio, I think a couple of weeks.

[01:46:45]

Susan Salcido: There definitely was a delay with the audio. There would be a delay with the YouTube recording as well, but not as long as it was for audio. It will be shortened because we'll be using the YouTube captioning versus using the Verbit Translation Company that we were using before. The translation company...Let me just process out loud for a moment. But once we have the board meeting, it would then be downloaded, it would be sent out, it would come back, and then humans are looking through to make sure that it's accurate, and humans meaning our incredible team.

[01:47:29]

Susan Salcido: With YouTube, it's wonderful that it's auto-generated, but I think we want to look through that as well, not belabor it, but just to make sure that it's precise. That's what the turnaround time entails.

[01:47:42]

Judy Frost: When could we implement it if we choose to go forward?

[01:47:47]

Susan Salcido: If the board chose to go forward with it and made a decision today, this could be implemented [NOISE] as soon as the next board meeting in October.

[01:48:02]

Michelle de Werd: Ready for a motion?

[01:48:04]

Judy Frost: I am.

[01:48:06]

Michelle de Werd: I'd like to make a motion to approve video recording of our meetings.

[01:48:12]

Judy Frost: To start...

[01:48:13]

UNKNOWN_1: Do we have a second?

[01:48:15]

Judy Frost: Yeah, I think, Maggi. To start at the next board meeting?

[01:48:18]

Michelle de Werd: Yes.

[01:48:19]

Judy Frost: Okay. To start at the next board meeting. There's a motion and a second. Discussion?

[01:48:28]

Bruce Porter: Can you put a dollar figure on what this is going to cost SBCEO, with what we're saying, and realizing it's a process?

[01:48:33]

Susan Salcido: Sure.

[01:48:34]

Bruce Porter: If you had to name a dollar figure, what would it be?

[01:48:39]

Susan Salcido: There's a dollar figure from this point forward or from what it had cost to purchase the items previously. In other words, we already have the equipment so it wouldn't be any further, so zero there. There are dollars attributed to the staff time. There are many staff hands on this. I think it's just not the detail for the board meeting. I chose not to share, but that there were 5-6 people working on those kind of things. That's compensated with their staff time.

[01:49:10]

Susan Salcido: Then the only other cost that I can see is through the interpretation. We're already paying for the interpretation, so it would just be additional time on it. I don't have that dollar figure off the top of my head. Anna, you might. But I'm going to say, is it maybe...I'm not sure. I don't want to guess actually, but it's true.

[01:49:32]

Camie Barnwell: It's about 100 dollars per hour.

[01:49:34]

Susan Salcido: Okay, thank you.

[01:49:39]

Joe Howell: I just appreciate this report, appreciate Camie and Austin, and all the thought that went into it. I'm really pleased we did it in a very deliberate way and sliced and diced it. I can't remember how long we've been talking about it.

[01:49:57]

Maggi Daane: Since January, February.

[01:49:59]

Joe Howell: I'm very comfortable now with a lot of the issues. Some of them seemed insurmountable, and they're not and we've dealt with it. Austin has indicated, there may be more, but it's a case-by-case basis. Maybe we'll have more effort and more cost to deal with, maybe not, but I just applaud everybody's effort in putting it together [OVERLAPPING] [LAUGHTER].

[01:50:30]

Judy Frost: I really appreciate that it gave me, and I'm sure others too, a chance to expand our knowledge and awareness of what other boards were doing and how it was being done, and what it took to do it. So, it was a great learning experience. I wished it hadn't taken us quite all this time, but it did. The important point is that we're all comfortable with whatever decision we make on moving forward. That's the best place to make a decision from. All those in favor say aye.

[01:51:05]

Maggi Daane: Aye. [OVERLAPPING]

[01:51:07]

Judy Frost: Opposed? Motion passes.

[01:51:12]

Maggi Daane: Are you doing a jig, Michelle? [LAUGHTER]

[01:51:17]

Michelle de Werd: Thank you, everyone.

[01:51:18]

Judy Frost: Thank you for bringing it forward. I really appreciate your bringing things forward for the board to consider and discuss. That's one of the purposes of our being here. Now, we have a request for the board to consider selecting a member to be the voting representative at CCBE general membership meetings. Did you want to share what we've been thinking about?

[01:51:56]

Susan Salcido: I'll be glad to. I'll be glad to say why this is here, too, again. At your last meeting, you nominated Michelle to move forward as a nominee for treasurer for the California County Boards of Education. There was questions around being a voting member and when do we need to know that. We thought perhaps it would be December, so let's wait until December since that's an organizational meeting anyway. When we moved forward the nomination for Michelle de Werd as treasurer, the CCBE responded and said but we still need your voting member. We said, okay, clarify for us when you need it and all of that, and they said there's the general membership that's coming up in September. There will be a vote and so we really need your person for that plus another, there are two meetings, one in December.

[01:52:53]

Susan Salcido: A thought for the board to consider is that perhaps for this year and perhaps a few years and try it out, that perhaps your voting member be your chair. That way they can best represent the board. That can be changed in December when you have your board organizational meeting. But it might simply make sense to have the voting member be your chair. I think we also need to say it shouldn't obligate the chair to have to attend both meetings or all the meetings, but it is to have a voice there, and perhaps if, in this case, if Judy were unable to make it, and Judy will be there in September, actually, but if Judy were not able to make it, she could perhaps sometimes there's ways to have designees, sometimes you can put in a vote ahead of time. That was the idea and the context behind this.

[01:53:52]

Joe Howell: Just to put something on the...I think it's a great idea to designate the board chair as the CCBE voting representative [LAUGHTER] and I would so move.

[01:54:08]

Maggi Daane: That's a better picture.

[01:54:09]

Joe Howell: Yeah, it is.

[01:54:10]

Marybeth Carty: I will second that.

[01:54:13]

Judy Frost: Thank you, Marybeth. Any discussion? I'll call for the vote. All those in favor of having the board chair being the voting member for the general membership meetings of CCBE, say aye.

[01:54:30]

Joe Howell: Aye. [OVERLAPPING].

[01:54:32]

Judy Frost: Opposed? Motion passes. Now, for the um-teenth time, just in case, we would like to adopt the resolution regarding the state of emergency reauthorization, and we need a motion and second.

[01:54:50]

Maggi Daane: So moved.

[01:54:52]

Judy Frost: And second?

[01:54:54]

Michelle de Werd: I'll second.

[01:54:55]

Judy Frost: Second, Michelle, okay. And a roll-call. I remembered this time. Only took me how many months to the get trained? [LAUGHTER]

[01:55:02]

Anna Freedland: Okay. Mrs. Carty?

[01:55:03]

Marybeth Carty: Aye.

[01:55:04]

Anna Freedland: Mrs. Daane?

[01:55:05]

Maggi Daane: Aye.

[01:55:06]

Anna Freedland: Mrs. de Werd?

[01:55:07]

Michelle de Werd: Aye.

[01:55:08]

Anna Freedland: Ms. Ehrman?

[01:55:09]

Nadra Ehrman: Aye.

[01:55:11]

Anna Freedland: Mrs. Frost?

[01:55:12]

Judy Frost: Aye.

[01:55:13]

Anna Freedland: Mr. Howell?

[01:55:13]

Joe Howell: Aye.

[01:55:13]

Anna Freedland: Mr. Porter?

[01:55:15]

Bruce Porter: Aye.

[01:55:16]

Anna Freedland: Okay. Motion passes.

[01:55:18]

Judy Frost: Great. Just the information item on the personnel report. There's no questions on that. We'll go on to future agenda items.

[01:55:37]

Michelle de Werd: I have one.

[01:55:37]

Judy Frost: Michelle.

[01:55:38]

Michelle de Werd: Yes. I would like to bring back the governance calendar for the benefit of our new board member, Nadra. It really helped me as a new board member to know what was coming and what was the anticipation, especially when we approve the first interim and the second interim budget and just get how the flow works for the whole year in terms of how we agendize our board meetings. I was wondering if we could bring that back. My second request is to bring back historical minutes. Right now, we post the current year, 2021, and '22. Most county boards and our school district boards, put minutes that go back to 5-7 years. It helps me in terms of having the board minutes and the board packet on the website just for accessibility for me personally because of just going back to budgets, LCAPs, SARC reports, just having references.

[01:56:44]

Michelle de Werd: I am preparing for meetings and also I think that's another, more public access and more public transparency by posting more historical minutes on our website. I don't know if this is something that we would want to vote on or if it's something that we can just take a poll and just advise. Having those links up there would just be a lot more public access.

[01:57:17]

Judy Frost: Those are two topics that we can add for further discussion unless we want to do something.

[01:57:25]

Susan Salcido: Point of clarification on the governance calendar, just so I am clear. The governance calendar was posted on the board website as an ever evolving governance calendar, so, were you seeking a request to bring it forward and to share it in the board book, have it as an information item, to just simply...? I'm not sure what the action would be that you're working.

[01:57:53]

Michelle de Werd: I guess it's just updated. I think the last time I looked at it, it's 2021-22. We don't have '22-'23. I don't know if it's been updated on the website.

[01:58:04]

Susan Salcido: Okay, so updating that is what you're asking for. And then the historical minutes I think we would bring back, potentially, as a discussion.

[01:58:14]

Judy Frost: Yeah, give us a chance to ruminate on it a little bit, think about it, and then we can decide. With that, what would it entail? Well, no, we're not going to talk about it now [LAUGHTER]. I don't want to go there, not right now. It's late.

[01:58:37]

Marybeth Carty: We may have already acted on this, but Kelly Choi and the Innovate DP.

[01:58:43]

Susan Salcido: I was hoping...It's right here on that future agenda item as a bullet and I thought perhaps, Marybeth, if you wouldn't mind saying a little bit more about this. Kelly Choi of a former Santa Barbara County Teacher of the Year and has a program. I know, Marybeth, I think you may have heard about this most recently and actually brought this forward as a potential.

[01:59:03]

Marybeth Carty: Yeah. She had approached me in a different context - the foundation that I support. She was interested in some potential funding. As we got to talk, I thought it would really be interesting to find out what became...so, Innovate DP is a new iteration of a program that had existed before that really helps students who are struggling and there are some really wonderful successes in that program and the methodology she uses, what's involved. I thought it'd be wonderful to hear from her. So, yes, thank you for...Is that? I guess my question was, is she scheduled then?

[01:59:43]

Susan Salcido: She isn't scheduled but I did contact her and she would be open to it. I wanted to put it here. And then need to check with her schedule because of the timing and her teaching day. But she is excited to come and present to the county board.

[01:59:59]

Marybeth Carty: And she's presented before. It's been some time. So, I thought it would be an interesting follow-up, and it's really nice to know things that are working and are working well. Love the success stories, bring them on.

[02:00:11]

Judy Frost: I especially appreciated that part of Rachael's presentation when she talked about flipping the topics of discussion to be from a positive approach instead of always a crisis size. Okay. Now, I am looking for a motion to adjourn.

[02:00:31]

Marybeth Carty: So moved.

[02:00:34]

Judy Frost: Second?

[02:00:35]

Maggi Daane: Second.

[02:00:35]

Judy Frost: All those in favor? Aye. [OVERLAPPING] We're adjourned.