

SAN JUAN UNIFIED SCHOOL DISTRICT
Curriculum, Standards, Instructional, and Student Services Board Advisory
Committee Regular Committee Meeting Minutes - APPROVED
Wednesday, March 2, 2022

SJUSD 3738 Walnut Avenue Carmichael, CA 95608 (916) 971-7364	
Members Present:	Mary Beth Barber, Robyn Cox, Ewa Firl, Kennard Harris, Jennifer Morgan, Phromlak Sakpichaimongkol, Veronica Schwalbach, John Stockett, Linda Thelen,
Staff/Guest Present:	Vanessa Adolphson, Debra Calvin, Dominic Covello, Luis Cruz Solache, Omar Field-Ridley, Gwyn Dellinger, Nicole Kukral, Christine Moran, Amy Rovai Gregory, Amberlee Townsend-Snider
Board Member Present:	Pam Costa
Members Absent:	Myel Jenkins,
Call to Order/Introductions	Kennard Harris called the meeting to order at 6:32 p.m.
Visitors Comments:	Tom Nelson, no comment

Introductions:

Kennard Harris, C&S Committee Co-Chair, started the meeting off with an introduction of all committee members and called the meeting to order at 6:32 p.m.

NEW BUSINESS:

Brown Act: AB 361 Resolution 002

Kennard Harris opened the discussion on AB 361 for the committee to discuss to meet in person or via Zoom at our next meeting scheduled for March 16, 2022. The following are effective as of October 1, 2021, until January 1, 2024 (Government Code section 54953(e)). Local agencies and committees may continue to meet via teleconference without complying with traditional agenda posting, physical access, and quorum requirements for teleconferencing. The committee is required to verify every 30 days that it reconsidered the state of emergency circumstances AND either the state of emergency continues to directly impact its members' ability to meet safely in public, OR state or local officials continue to impose or recommend measures to promote social distancing. A committee member asked if we could vote for a meeting in person or a teleconference meeting at each meeting and that it is added to the agenda.

The committee had a discussion on whether to meet in person or remain on Zoom. Committee members asked how the room will be set up and cleaned both furniture and air. Ms. Townsend-Snider spoke to the air quality and the air filters in the district office and that Ms. Harrington sets up a large square with each person at their own table and wipes them down prior to the meeting. Some committee members still want to remain on Zoom but will wear a mask if they attend in person.

Many of the committee members would like to be in person on March 16 as that meeting is regarding the new curriculum adoption and high school courses and they felt it was important to be together for this.

Mr. Harris asked if anyone would like to put forth the motion to meet in person on March 16. Robyn Cox, a committee member moved that the next C&S meeting be held via Zoom for the March 16 meeting and Mary Beth Barber seconded it. However, the caveat is that Ms. Harrington will send out an email on Monday, March 14 to confirm that we would meet in person if the COVID numbers are still heading down. Wendy Harrington asked that a verbal count be taken as two members did not have a screen, Mary Beth Barber - yes, Ewa Firl - nay, Jennifer Morgan - yes, Robyn Cox – yes, Veronica Schwalbach – yes, Linda Thelen – yes, Kennard Harris – nay, Phromlak Sakpichaimongkol – yes, motion for meeting via Zoom is 6/2/0.

Social/Emotional Update:

Dr. Debra Calvin, Ed.D., Assistant Superintendent, Educational Services, Dominic Covello, Director, Student Support Services, Vanessa Adolphson, Director, Special Education, Christine Moran, Director, Multi-Tiered Systems of Support (MTSS), Omar Field-Ridley, Director, Equity and Student Achievement, Gwyn Dellinger, Director, Office of Student Learning Assistance presented the Social Emotional and Mental Wellness Supports update. Dr. Calvin started off by explaining how the students experience better behavior, social, and academic outcomes and how the departments within this service work collaboratively to provide centrally based programs. She also shared how they are working towards a clearly articulated framework to build upon a wraparound service that will be established at the site level.

Ms. Moran shared about student support center services and how they are working with counselors and social workers on supporting the students and families who are struggling with the return to in-person schooling as well as supporting whole classes with social emotional lessons upon the teacher's request. They are working on writing the behavior support plans and how the emotional support technicians have been assisting with implementing those plans with the students. Ms. Moran shared the Universal Screener – SAEBRS and for students, we are using mySAEBRS (Social Academic Emotional Behavior Risk Screener). SAEBRS is a 19-question survey that is completed by the teacher after six weeks into the school year. This helps to identify students at risk in either social emotion or social academic behavior. Students would use the mySABERS on themselves. Once the student has been identified they will meet as a team, review, and analyze the data and plan the necessary support for that student. The SABERS is administered three times a year. Ms. Moran then shared the SABERS/mySABERS data.

Mr. Covello then shared the professional development opportunities in district social emotion and behavioral frameworks. Ms. Covello shared that administrative, certificate, and now classified staff attended two-day restorative practices for educators' series. This was an intensive online training focused on relationship building, facilitating positive learning environments, and conflict resolution and included 30 staff members this year. Mr. Covello shared how the restorative practices team also has led training in partnership with our Family and Community Engagement office to interested parents and community members. The training for the parents was designed as a three-part series and over 45 parents were in attendance. He also shared how the behavioral intervention and support PBIS professional development has resumed. These are trainings geared towards school site teams and are focused on tier one and tier two school-wide and target behavioral supports for our students. With the full return to in-person learning, the demand for school-based mental health has increased. White House counseling has entered a new contract with the county to bill directly for our services. White House is currently providing in-person therapy along with Teletherapy requests at a capacity of over 60 students. Over 30,000 counseling minutes have been provided to students so far this year. Mr. Covello shared

that through the Learning Recovery Grant the special education department has also increased by adding two additional school psychologists in addition to supporting students with IEPs the district teams are working collaboratively with school intervention teams and MTSS (Multi-Tiered System of Supports).

Mr. Field-Ridley shared how feeling connected, feeling safe, and knowing that the adults on campus support, care, and advocate for our students is a foundation for our students' mental wellness and connectedness at school sites. The community partners have provided students ways to build relationships with adults and peers to realize their own abilities to cope with the normal stress of life. We have community partners at 11 of our high and middle schools through mentoring support and instilling confidence. Several of our community partners work with students on mentoring, accessibility to positive role models, and strengthening leadership skills, they also focus on academic progress. These partners are U-Can (United College Action Network, Inc.) EAOP (Early Academic Outreach Program), which is currently in six of our nine high schools. They also assist students who want to go to a four-year college and currently have 185 students they are supporting. There are many other community partners that we work with that help students with so many other things. We also work with over 50 Student Identity Clubs that provide safe and comfortable spaces for students to speak on issues that impact them. These clubs help support the effort for student choices and instill confidence that they carry throughout their high school experiences. We have over 500 student participants with our Student Identity Clubs. Listening Circles provide people with an opportunity to speak and listen to each other, cultivate empathy, and gain a shared sense of understanding in an atmosphere of safety, decorum, and equality. Extensive training in this area has been offered and engaged by education in our district. This tool supports connection to the school, to each other and again provides students with a platform to share voices, feel valued and be contributors to something bigger and larger than themselves.

Ms. Dellinger shared how the English learners, refugees, and immigrant students work with cultural brokers, which is a team of school community resources assistants and specialists. These cultural brokers aid families that are new to the area. The community partners with demonstrated expertise in supporting refugee and immigrant students and families. Our cultural brokers spend their time welcoming families by providing them with welcome kits in their primary language, and videos that describe experiences in San Juan and American schools. As well as one on one support for locating resources around basic needs, brokers also find resources for academic assistance, and social-emotional wellness. Ms. Dellinger shared how with one-time funds from the Expanded Learning Opportunities Grant we were able to bring an intramural soccer program to eight elementary sites. The soccer programs are strategically implemented at sites with high percentages of students identified as newcomers and refugees. We structured the program this way in response to the feedback gathered during listening circles input from our cultural brokers and school staff. We learned that it is important to build community among all student groups with soccer being an ideal way to create positive relations.

The committee members then had a deep discussion with all the staff regarding the presentation. Members wanted to know if the SABERS questions are the same for both the staff and students and they were informed that it's a norm reference tool so it's been developed specifically for use with students in the specific age group. There was a discussion on are we doing enough to support all educators at the school site level with the social-emotional needs and whether have we looked into the COVID impact on our students, families, and staff that have lost someone in the family or a caregiver. And yes, San Juan has the coordinator for trauma-informed schools who has gone out to sites and is providing support to teachers, administrators, and office staff as needed, so there is support out there for them. We also offer a concierge service called Solace that is available through our district at no cost to the staff and they are a referral service that links the staff member with the correct support they are looking for.

Family and Community Engagement:

Amy Rovai Gregory, Director, Family and Community Engagement (FACE), Luis Cruz Solache, Coordinator, Family Engagement shared what processes FACE department and their staff uses. Mr. Cruz Solache shared the Family Support Ambassador to the district and the work that they do to help support the schools' counseling staff, administrators, and classified staff with needs that families may have. In addition to the FACE team, they have 18 parent liaisons that are housed at mostly our Title 1 schools. The parent liaisons help with the students' first days of school and help with promoting and planning different family events at their sites. With the pandemic, we have been forced to shift and transform the way FACE does things. We are not dwelling on the challenges; we want to focus this year on what we call the pandemic positives. We have our three R's which are Reconnecting with families and communities, Redefining the way in which we engage, and Reimagining all the possibilities that lie ahead with FACE. The FACE team has a monthly newsletter that is sent to the sites and families that have subscribed to receive it.

Mr. Cruz Solache shared how in the FACE newsletter, we include upcoming FACE workshops, events that are happening around the district, and community resources as well as family engagement tips. Also, through our community-based partners, we coordinated food distribution and resource fair events in different locations around the district. Some of these events are ongoing weekly programs while others were themed aspects of school resource events including holiday assistance distribution events later in fall. Mr. Cruz Solache shares how they continued with building capacity and empowered parents and guardians with tools to support their students' learning and increase their confidence to be successful partners in education. We also have continued to reconnect with families through virtual family engagement opportunities through the Families Matter program. Some of the topics that we have covered include mental health, restorative practices, bullying, and substance use prevention workshops, as well as college and career readiness. We have also used our team to tirage questions and inquiries that are submitted through the different online platforms, such as The Need for Help form, Tell Someone or direct phone calls to our department. Mr. Cruz Solache also talked shared information that they started off the year by doing site visits to each school and they had the opportunity to engage in conversations with school leaders about ways to help support families on their campus. Each school site received a basket that contained the information and tools on how FACE could support their site as well.

Ms. Rovai Gregory shared how they redefined the FACE team staff, and how important it is to provide service to our families as soon as they come to San Juan Central (SJC) to enroll their students. FACE now has a team member at SJC who can support the families with immediate needs that they or the student may have and then the team member is able to reach out to the school site so that the school leaders can proactively create a successful and welcoming environment for the student and family. The other change that we have made is throughout Problem Resolution (PR). Our PR coordinator has been able to not only resolve challenges that families may be experiencing but has been also able to work collaboratively with our team and other departments to help identify patterns and trends. We have also been able to add a new member this year with our partnership with San Juan Education Foundation. They have been helpful to get support directly to our schools and provide immediate school supports to classrooms and funding of grants, education, learning opportunities for students and family workshops, and more. Ms. Rovai Gregory shared how FACE has created virtual workshops as well as launched virtual book study opportunities for all employees. The FACE team also created a digital resources library where San Juan staff can easily find resources and information with one click to help provide assistance to our families.

Mr. Tom Nelson made a statement that he has heard very good comments from the parent community and his experiences with FACE have been positive. Mr. Nelson was voicing his concern as many families have bypassed the FACE department by going directly to staff. Mr. Nelson stated that he believes that the FACE department's

ability to capture and trace the information for concerns is very important.

The committee members applauded the FACE team and the work that they have done throughout the community and with the schools. Committee members wanted to know about leanings while engaging other businesses to encourage them to collaborate with the district. Ms. Rovai Gregory shared how Natalia Aguirre works with all things partnerships. She is purposefully and intentionally trying to communicate and find out the things that school sites need and the innovative way that we can engage. It just takes that one ask and she has really been marketing our district needs and engaging partners within our schools. A committee member shared how she was amazed at the flexibility with which FACE approaches the diversity of Sacramento's community and you seem to have a pulse of the needs of the people who are in our schools and inhabiting our neighborhoods.

Approval of Minutes:

- No minutes to approve

Reports to be Heard:

Chairperson's Comments/Committee Business:

- Kennard Harris thanked Wendy, Amberlee, and Nicole for the support that he has been given as he has taken these last two meetings as Co-chair.

Board Member:

- Pam Costa, Board Member, shared how listening to the two presentations tonight is what makes me so proud of our district and how we continually provide support to our students and families.

Staff Member:

- Amberlee Townsend-Snider shared how both Elementary and Secondary are working hard at the school sites to support teachers and administrators with their needs as we approach the end of the year. Lots going on.
- Nicole Kukral shared how her team will be bringing forward next month the new Instructional Material and Course Adoptions. The Professional Learning Team has been starting to plan professional development over the summer.

Adjournment:

Mr. Harris adjournment at 8:26 p.m.

Respectfully submitted,
Wendy Harrington
Committee Secretary