

Parent Advisory Committee (PAC) Meeting

March 19, 2024



MT. DIABLO
UNIFIED SCHOOL DISTRICT

2nd Annual MDUSD Elementary Honor Choir and MS Choir concert highlights music education



The Elementary Honor Choir performs with the Foothill and Pleasant Hill MS choirs in the finale at the 2nd Annual concert conducted by teacher Katherine Nash-Coan with a flute accompaniment by teacher David Wright and piano accompaniment by teacher Stella Brown (above). Teacher Danielle Haffner conducts the Elementary Honor Choir (below left). Westwood Elementary Principal Nancy Klinkner poses for a photo with music teacher Bonnie Shea and choir students Pablo Cabrera, Aria Golden and Maddy Cordero (below center), and Holbrook Language Academy choir student Delliah O'Hara receives a bouquet from her mother after the concert.



- Welcome & Introductions
- District Updates
- Creating Positive School Climates
- Announcements
- Future meetings



District Updates from Dr. Adam Clark



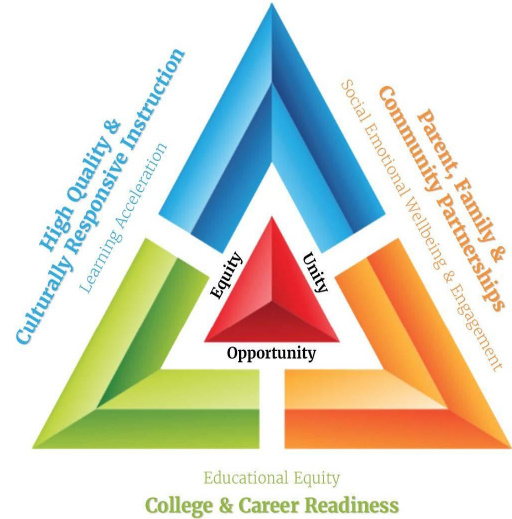
During the BEST Day, Superintendent Dr. Adam Clark made his first visit to the new ground, MCHS, where he was getting to know the staff. He was also able to meet with the school board and the community. He was also able to meet with the school board and the community. He was also able to meet with the school board and the community.



BEST DAY



**Mt. Diablo
Unified School District**



Creating and Sustaining Positive and Engaging School Environments

School Support Administrative Team



**Director of Elementary Support,
Marji Calbeck**

**Director of Secondary Support,
Samantha Allen**

Erin DeMartini

School Support Administrator, Elementary

Chris Clausen

School Support Administrator, Secondary



TABLE TALK

What are the characteristics of a positive and engaging school environment? Think about your school and share with your table partners anything you can think of that contributes to a positive and engaging school environment at your school site.



Local Control Accountability Plan (LCAP) Goals

LCAP Goal #2: High quality, culturally proficient, and responsive staff will create a safe, supportive, and engaging learning environment respectful of all students' backgrounds to ensure they are college and career ready.

New LCAP Goal #4: Focal scholars, specifically Black/African American students, Foster Youth, students experiencing homelessness, students with disabilities and emerging bilingual students, will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, parents/guardians and staff.



Mt. Diablo Unified School District

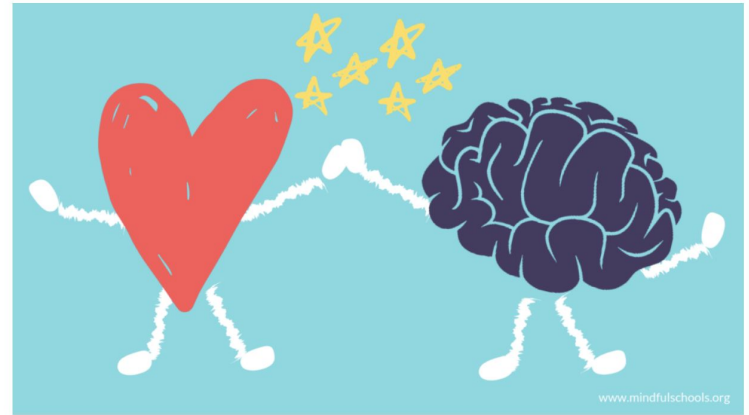


Creating and Sustaining Positive and Engaging School Climates

MDUSD Systems of Support

- ❑ Multi Tiered Systems of Support [MTSS]
- ❑ Positive Behavior Interventions & Supports [PBIS]
- ❑ Social Emotional Learning [SEL]

SEL Activity Handbook



What is MTSS?

A Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students.

MDUSD Multi-Tiered System of Support			
<i>Built on High Quality and Culturally Responsive Instruction, College and Career Readiness, and Parent, Family, Community Partnership</i>			
	Inclusive Academic Instruction	Inclusive Behavior Instruction	Inclusive Social-Emotional Instruction
Tier I	-Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community * MTSS Handbook outlines MDUSD systems and supports for students		
Tier I (all)	<p><u>Data Based Instructional Pushes:</u></p> <ul style="list-style-type: none"> Access and use of standards-based instruction and materials Courses of Study & Instruction materials Use of Achievethecore.org : Instructional Practice Guide (Math) ALD class for students with English language needs. I-Ready for ALD Use of district priority standards to inform instruction Use of district formative assessments to inform instruction: <ul style="list-style-type: none"> Math: MDTP English: FIAB/ IAB <p><u>Accelerated Learning:</u></p> <ul style="list-style-type: none"> Math department focusing on TNTP initiative and Achieve the core instructional practices. Admin doing regular walk throughs to observe math instruction. <p><u>Supporting EL's</u></p> <ul style="list-style-type: none"> Catch Up plans- involving the english department in EL progress Work with Katrina and Amy on Professional 	<p><u>Positive Behavior Recognitions</u></p> <ul style="list-style-type: none"> Do the Right Thing: Wristbands Kindness: Wristbands Positive referrals and calls home <p><u>Preventative Behavioral Instruction:</u></p> <ul style="list-style-type: none"> Explicit Behavior Instruction in the classroom and across different school spaces Established classroom rules and expectations Established grade level rules and expectations Reinforcing school rules and norms, especially after breaks (Danielle) <p><u>Culture Building for positive school climate:</u></p> <ul style="list-style-type: none"> Camp Diablo View Leadership lunch and homeroom activities Events that include everyone <ul style="list-style-type: none"> Not Xmas centric/ working with leadership Homeroom time to focus on 	<p><u>SEL in the Classroom</u></p> <ul style="list-style-type: none"> DVMS SEL Calendar <ul style="list-style-type: none"> SEL lessons taught Tuesdays/ Thursdays in homeroom. Teacher-guided lessons on implicit bias. <p><u>Instructional Practices that promote SEL:</u></p> <ul style="list-style-type: none"> Pair Shares/ Group shares when students are processing ideas in the curriculum Group projects that establish roles amongst the students and require students to split the work Electives that support SEL development: <ul style="list-style-type: none"> Health Student Body Leadership Short check-ins with students <ul style="list-style-type: none"> Visual/ emotional check-ins with students Morning meeting/ circle time <p><u>Student Voice:</u></p> <ul style="list-style-type: none"> Monthly leadership council for students in leadership. The council meeting does the following: <ul style="list-style-type: none"> Informs teachers of upcoming activities Collects feedback from students at other grade levels in order to determine a direction for leadership events

Under the MTSS Umbrella

Teamwork



Benchmarking



School/Community
Collaboration

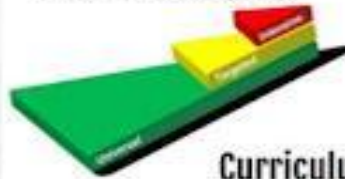
Positive Culture &
Climate Framework



Parental Action



Response to
Intervention (RtI)



Professional
Development



Student Management
System



Curriculum Design



SOCIAL
EMOTIONAL
LEARNING



What is PBIS?

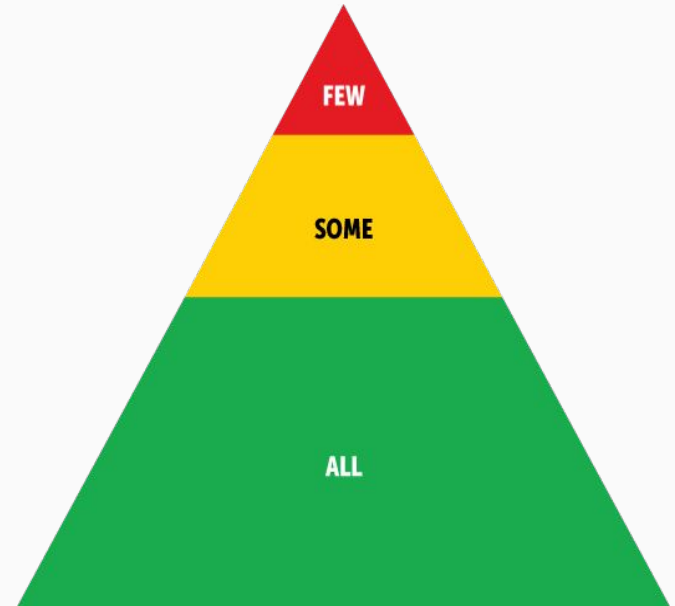
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting *students'* behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and safe learning environments where everyone thrives. www.PBIS.org

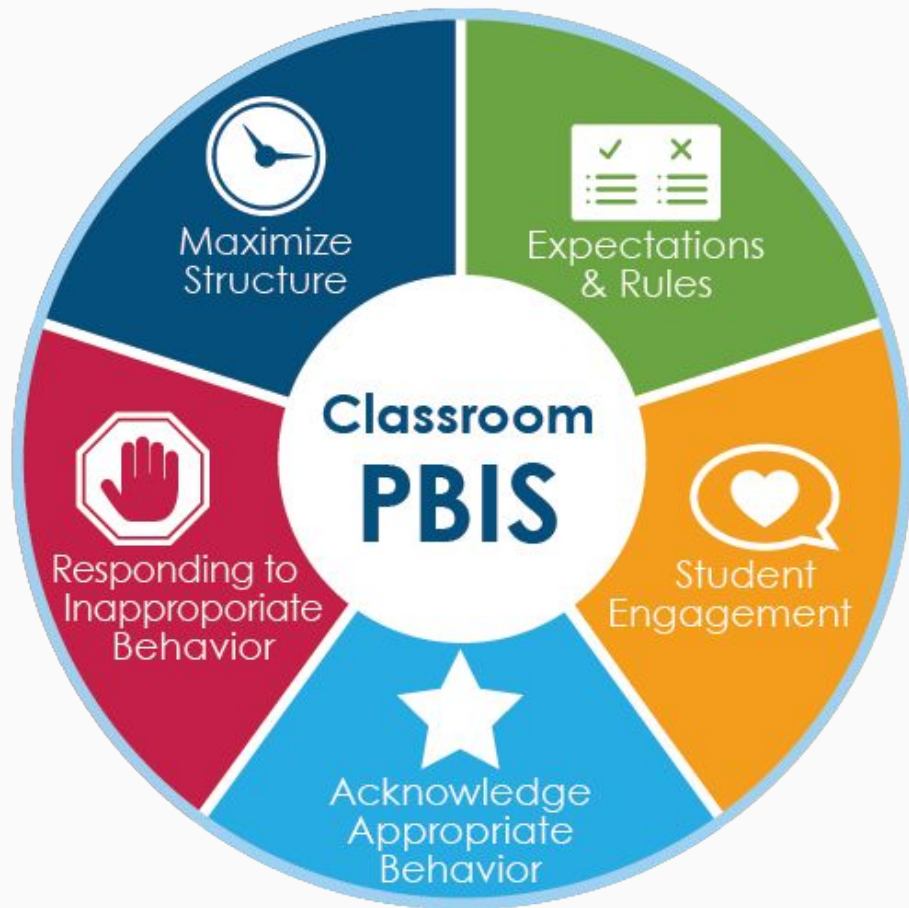
Tiered PBIS Framework

Educators and practitioners provide a continuum of academic, behavioral, social, and emotional support matched to students' needs. We describe this continuum across three tiers of support.

Foundational systems across all three tiers include:

- A shared vision for a positive school social culture
- A representative leadership team that meets regularly and shares expertise in coaching, social, emotional, behavioral, academic, equity, mental health, physical health, wellness, and trauma
- Families are actively engaged
- A supportive and involved school administration
- On-going access to professional development for preparing all staff to implement each tier of PBIS
- Systematic collection of screening, progress-monitoring, outcome, and fidelity data
- Ongoing use of data for decision making
- Disaggregating data to examine equity among student subgroups



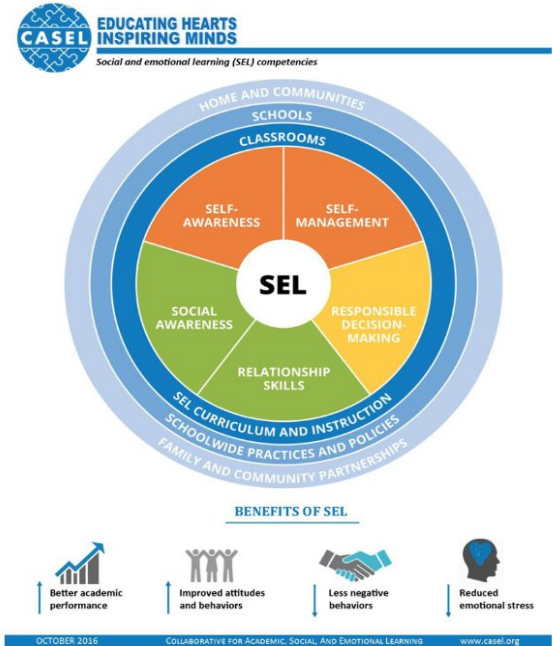


What is SEL?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Indicators of Schoolwide SEL

- Explicit SEL instruction
- SEL integrated with academic instruction
- Youth voice and engagement
- Supportive school/classroom climate
- Focus on adult SEL
- Supportive Discipline
- Continuum of integrated supports
- Authentic family partnerships
- Aligned community partnerships
- Systems for continuous improvement

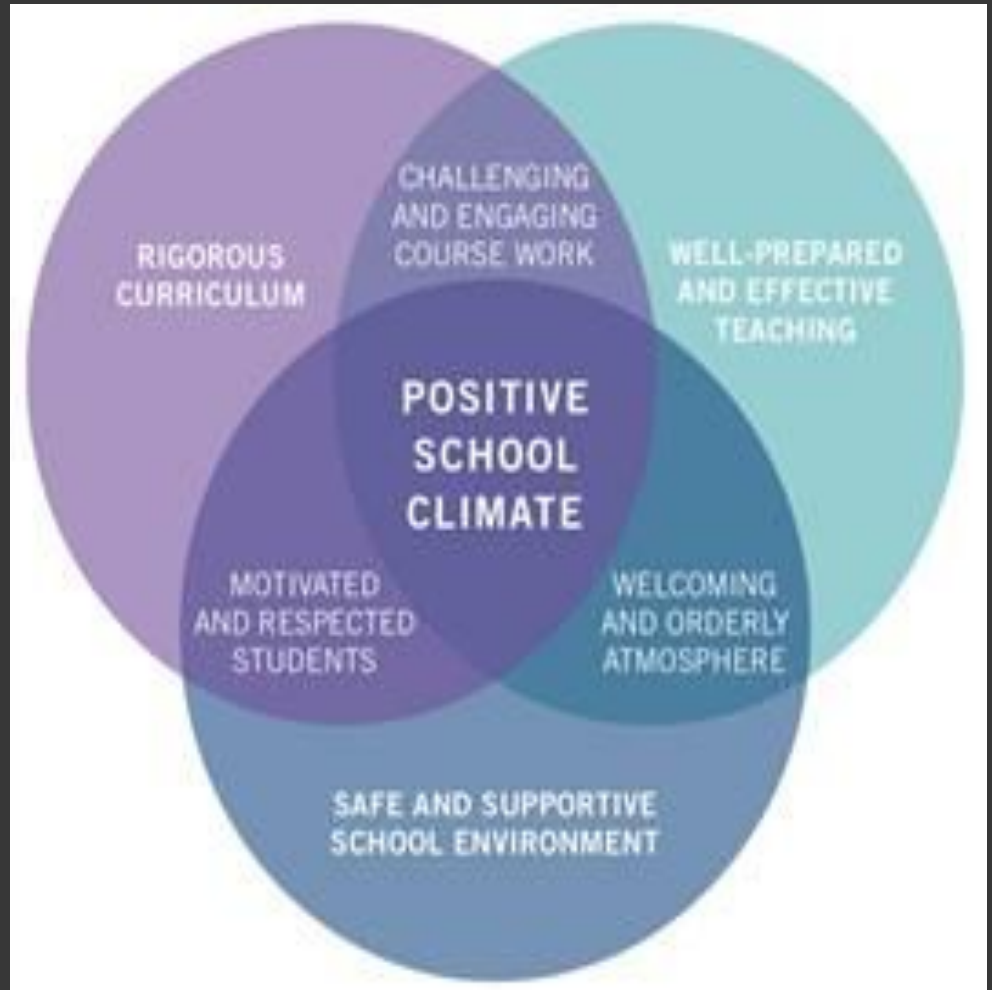


POSITIVE SCHOOL CLIMATE

“SCHOOLS WITH TEACHERS USING SOCIAL AND EMOTIONAL LEARNING HAVE SEEN AN INCREASED SENSE OF “SCHOOL AS A CARING COMMUNITY,” AND FEWER REPORTS OF STUDENTS EXHIBITING AGGRESSIVE BEHAVIOR, LOWER LEVELS OF DELINQUENCY, AND INCREASED ACADEMIC MOTIVATION.”

“THE RELATIONSHIP BETWEEN TEACHERS AND STUDENTS IS A CRITICAL STEP TOWARD MEETING THE ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS OF STUDENTS, THEREBY FOSTERING A POSITIVE SCHOOL CLIMATE.”

From: CLIMATE CHANGE: IMPROVING SCHOOL CLIMATE BY SUPPORTING GREAT TEACHING



Well Prepared and Effective Teaching

TNTP

- Principal Training and Coaching
- Instructional Leadership Teams (ILTS)
- Focus on student learning
- Instructional Learning Walks

AVID

- Systems, Instruction, Culture, Leadership
- Schoolwide instructional practices

International Baccalaureate

- encouraged to think critically and solve complex problem
- more culturally aware through the development of a second language
- able to engage with people in an increasingly globalized, rapidly changing world.

Rigorous and Culturally Responsive Curriculum and Instruction

TNTP

- ❑ Aspects of Rigor
- ❑ PLC Work

New Adoptions:

- ❑ 21/22 Science K-12
- ❑ 22/23 History/Social Science K-12
- ❑ 23/24 Secondary ELA
- ❑ 24/25 Math K-12

Dr. Shelley Holt

- ❑ Cultural Proficiency Book Study - Principals/Site Instructional Leadership Teams
- ❑ Leverage Leadership Book Study - District Leadership/Principals

Safe and Supportive School Environment

See Something, Say Something

- Fall 2023
- Secondary sites all have link to anonymous tip line

BARK Upgrades

Outside Expert Support- Rockeye Consulting

- Review & Update Comprehensive School Safety Plans
- Meetings with each sites safety team on Incident Command
- Updated schoolwide camera systems

Facility Improvements



Benefits of Positive School Climates

- ❑ Improved academic performance
- ❑ Increased student attendance and engagement
- ❑ Enhanced social-emotional well-being
- ❑ Reduced disciplinary issues and bullying



Building Relationships

- ❑ Importance of positive relationships between students, staff, and parents
 - ❑ Parent-teacher conferences
 - ❑ Evening events: back to school night, information events and open house
 - ❑ Student Leadership
- ❑ Strategies for fostering relationships (e.g., student-teacher rapport, parent involvement programs)
 - ❑ Parent volunteers
 - ❑ Advisory/RTI periods
 - ❑ Stations
- ❑ Places where students can go to feel heard and safe.
 - ❑ Wellness Rooms
 - ❑ Clubs and afterschool programs



Cultivating a Sense of Belonging

Creating inclusive environments where all students feel valued and accepted

- ❑ Culturally Responsive Curriculum
- ❑ Student inspired/created school events/celebrations
- ❑ Student Voice/Choice
- ❑ Student-Centered Master Schedule

Celebrating diversity and promoting cultural awareness

Implementing anti-bullying and harassment policies

- ❑ Restorative Practices
- ❑ Clear Expectations



Effective Communication

Utilizing multiple channels for communication (e.g., newsletters, social media,)

- Parent Square
- Weekly updates
- Parent-teacher conferences

Active listening and responding to feedback from students, staff, and parents

- Parent-teacher correspondence
- Town Hall meetings
- Surveys
- Focus groups
- Site Council Meetings

Access to information

- School & District Websites



Q&A



Spasibo Gracias شكر
Grazie Dank U
Eυχαριστω Danke
Dzięki Euxaristō
Merci Thank You
Danke Ngiyabonga
Grazie Dank U
Diolch Thank You
Terima Kasih Ngiyabonga
Dank U Diolch
Grazie Tack
Merci Euxaristō
Tack

Public Service Announcements



- **Wednesday, March 20th - 7pm College Park High Area Orchestra Festival**
- **Monday, March 25th - 7pm Northgate High Area Band Festival**
- **March 26th-7pm- Northgate High Area Orchestra Festival**
- **Fentanyl Awareness and Saving a Life Event at 6 p.m. Tuesday, March 26, 2024 at Riverview Middle School.**
- **Board Meeting Wednesday, March 27th**

Future Meetings

- April 16, 2024 Input for LCAP
- May 21, 2024 Review Draft of LCAP