

## Eureka City Schools

### Community Schools Advisory Council Meeting #16

March 6, 2026 | 8:30 AM – 11:30 AM

Spanish translation available

#### 8:30 – 8:40 AM

##### Welcome & Centering Our Work

- Land Acknowledgment (Wiyot Territory)
- Community Schools' purpose and Whole Child framework
  - We will be diving into the pillars today.
- Review of group norms

#### 8:40 – 9:00 AM

##### Introductions

- Name
- Organization
- A goal for attending today

#### 9:00 – 9:25 AM

##### Community Schools Updates

- Program data highlights
  - Student transportation supports
    - Number of rides provided to housing-insecure kids.
    - CS created a transportation model to help kids get to school
  - Well Space access
    - Every school site has a wellness center. We capture their attendance. The WC provides resets, a break for 15 minutes, they check in, and how are you feeling, what do you need, when they leave, they answer the same questions.
    - Small groups, Wellness coaches running the small groups.
  - MTSS referrals(Multi-Tiered Systems of Support)
    - Meetings happen every week. The referral system was put in place by CS.
    - This is where students might need transportation, counselling
  - Check & Connect attendance monitoring
    - Research says this works. Students who are identified as housing-insecure
      -
  - Student Success Centers (Alternative to Suspension)
    - How to help students get reengaged in their learning environment. Getting restorative support vs punitive support.
    -
- Site updates and highlights
  - Alice Birney - Ella

- Starting a middle school transition committee, where 6th graders will help 5th graders transition to 6th grade. Surveyed the 5th graders. Will take a field trip to Zane and Winship to talk to specific students at the middle school.
  - Dug into the data, and the suspension rates were high in 6th grades, and this is where this was developed from; the data explained this.
- Grant
  - Jessica- The Great Kindness Challenge partnered with the community to come and play with the students. Partners with College of the Redwoods, Sequoia Zoo, Redwood capital bank, HCS, and Blue Lake Tribal police. Great Family/community engagement.
- Lafayette
  - Shakira - The garden is going well. Last March, we partnered with Grow Together to bring garden education to our site. Every class begins with tasting the garden's produce. Start a farmers' market for the school site families. Extended learning time,
- Washington
  - Cha shared. Attendance Campaign. Student Leadership was established in January, representing student interests. Food for people, Friday food bags to support families in need. Data Walk will be on March 26th, to go over Attendance, Reading, Math, and Suspensions. Playworks will be launched soon. Data shows the BTF Behaviour tracking form,
- Winship
  - Tiffany - Coloring contest that was spit on by 6th grade leadership partnered with CS. Winship Data Walk was last month, a resource table that offered support for attendance, reading, and math, Third convivio night, watch performances, and make connections. March 27th is the next Convivio night.
- Eureka High -
  - Lunch33 is working on expanding and providing more options than just sports, Logger Lodge, to help students who are moving, provide a warm breakfast once a month, and connect students to resources. March 25th, 10:30-11:30 am is our next one. 66 students were invited, and 20-22 students came.
- Zane
  - Lunch30 started. Very engaging with the students. Students lead it. They choose what activities they want. Zane School Garden is growing. They have 6th-grade science classes. Spring planning is going on. An art class that's coming up. The Latin X club has exploded! It is doing well and growing. The BSU is also going.
- Zoe Barnum -
  - Parent Engagement is through the roof! Trade School tour out of town, taking students out to tour colleges out of town, Job Corps, Student Site Council.

## **9:25 – 9:40 AM**

Transportation :

## **Break**

## **9:40 – 10:10 AM**

### **Guest Presentation**

Emily Lancaster - Teacher on Special Assignment for Community Schools

CASEL students for SEL, exploring how these frameworks empower our students' healthy development across our schools.

Social Emotional Learning - how children acquire social and emotional skills.

- Self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- Relationships between kids and grown-ups. Tasking teachers to not only teach content but also teach them the social-emotional skills.
- Three-week cycles, observe the teacher, meet the teacher, and the teachers come up with goals that they work through.
- Class code of cooperation, how we create it, and make it a living document. Work with teachers about trauma-informed practices.
- 16 teachers so far.
- Break space management.
- Tiered level of supports -systemically fix the issues that are occurring as barriers for our learners.
  - If tier two doesn't work, then strategies to the third level might be implemented.
- PBIS - Positive Behavior Intervention and Support.
- Incorporation of Restorative Practices. Relationship-centered, proactive strategies designed to build a positive school community, improve student behavior, and resolve conflicts by repairing harm rather than relying solely on punitive disciplines.
  - Community Building Circles,
  - Restorative Practices, restorative conversations between teachers and students, directors and teachers..
- Trauma-informed Practices in our schools. Break space, recovery, wellness centers.
  - Teaching kids to take a break before they get too frustrated.
  - A break is welcome, and a tool they need to use. They know their job is to be re-regulated.
- Wellness Center breaks are for when a kid's lid is flipped. A place for them to regulate their emotions with the help of an adult.
- Questions
  - Is there support for after-school staff or staff that students see outside of teachers, like this?
    - Yes, there is.
- 

**10:10 – 10:40 AM**

### **Elementary Restorative Practices Support Specialists(RPSS)**

Presenters: Diana Fuentes, Jana Rainwater, Cortney Borgelin, Anitanias Mercado

- Role and purpose of RPSS
  - Building trust, felt belonging, relational accountability, moving away from punitive discipline, we want students restored to relationships. Compliance is a cognitive skill.
  - The student to help resolve the issue they created.
- Student engagement and restorative practices
  - Jana - Washington - each site is different, as the culture is different at each site. Greet the students every morning. Calm room breaks - students learn they are on a timer. Push in to high need classrooms. Respond to radio calls. Restorative conversations with teachers and students.
  - Help facilitate the conversations and gain the tools moving forward.
  - Teach the kids skills to handle these conversations themselves.
  - Unstructured learner check- ins.

- Data Collections.
  - Pulling in as much data as possible. We can move into what needs restoration based on data.
- Check in behavior referrals
  -
- Class community building circles
  -
- Social group circles in the calm room
  - A group of 4th-grade boys, a weekly group that they requested. Teaching them how to communicate with each other helps the students understand how to communicate with themselves.
- Admin meetings to review tracking form and create MTSS action items.
  - Does this child need a friendship group, or does this child need one-on-one?
- A typical week: RPSS
  - Cortney shared about what it looks like in her role.
  - Teach students about the zones and the meaning of the colors. Red, yellow, and green zones.
  - Reentry meetings after suspension.
- Parent/Family Engagement Looks like:
  - Greeting Parents at drop off and checking on learners
  - Contact families to share both struggles and successes.
  - Attending classroom conferences at the teacher's request
  - Attending SST meetings to help develop student support plans
  - Being available when parents have questions or concerns.
- Collaboration with staff and families
- Q&A
  -

## 10:40 – 11:15 AM

### Community Schools Updates: Data Walk Initiative

- Overview and history of Data Walks
  - We had a community Data walk last year in March. Took the feedback and took it to the leadership team, and they read the community feedback about the data.
  - The leadership team wanted each site to do its own data walk for families.
- District-wide Data Walks (Spring 2026)
  - Some Data walks will be part of open houses at their sites.
  -

### Focus Groups

- Data Focus Group (First Thursday monthly)
  - Diving into data. EHS for fourth and fifth period cuts. See the impact before Lunch33.
  -
- BIPOC / 2SLGBTQIA+ Focus Group (Fourth Thursday monthly)
  - Elevate student voice.
  -

## 10:55 – 11:15 AM

Parent Leadership Academy's next sessions are on March 18th and April 8th.

Survey parents and ask what they want the breakout sessions to be.

Childcare and interpretation are available.

## Community Feedback & Input

### Table discussions:

- **EHS** - It would be great for all staff to learn more about social-emotional learning. Talked about more consistent representation for different kinds of teachers so just more support for what we want implemented on the school grounds. Talked about supporting families with the Clinton Program. There will be sessions teaching students and staff on Narcan and opportunities for students to teach on that as well.
- **ZOE** - Support services are working well. Clubs. The gap is chronic absenteeism, kids who have missed months of school.
- **Lafayette** - Supporting healthy and safe play collaboration with the Boys and Girls Club. Gaps we noticed - health education for the little kids, Different sites working together.
- **Grant** - Data-informed decisions. Look at the data twice a month. Increased adults who are outside at the playground, self-monitoring kids. Extra support on their campus. Facilitate more of the groups, that is based on the PBIS data. Strong student ambassador group. PAWS store. The attendance campaign is happening. Cooking club. Developed and defined means of correction, putting in tiered supports. Hefty reentry plan. Strong partnerships.
- **Winship** - Better support students and families. BLR has a program that helps identify, provide a greeting village for native american students, students read along with the teacher, and learn about where to apply the information they are receiving. Life skills for teens. Broadening that concept.
- **AB** - Community schools have different gaps in different schools. There could be low support for the program. They are working on parent engagement for things like the data walks. Trio was a big help- transportation is a huge gap for our afterschool program
- **Zane** - No one was at the table at this time.
- **Washington** - jana has been able to do a lot of academies and circles. It is helping with Emily guiding the staff. We need two Emilys for the district. The preschool should be included, and the high school needs to be a focus as well. Partnerships - crochet club, kids want to do chess. More adults on the campus to help support the kids.

## 11:15 – 11:30 AM

### Closing & Next Steps

- Faith-Based Partnership Initiative with Big Brothers Big Sisters (11:45 AM today)
- Partnership opportunities and connections
- Focus group sign-ups
- Mental Health Subcommittee recruitment
- Working meeting at the next advisory council to get feedback from community about Community schools reporting.

**Next Advisory Council Meeting:**

Friday, June 5, 2026 | 8:30 AM – 11:30 AM